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GENERAL (incl. Statistics)

3633. [Anon.] Christian H. Stoelting. *Amer. J. Psychol.*, 1943, 56, 450.—Obituary of the president of the C. H. Stoelting Company, makers of scientific apparatus.—D. E. Johannsen (Skidmore).
3634. [Anon.] Electronic interval timer. *Industr. Equipm. News*, 1943, 11, 65.—See *Biol. Abstr.* 17: 18003.
3635. [Anon.] Percival M. Symonds. *J. consult. Psychol.*, 1943, 7, 170.—Portrait.—S. G. Dulsky (Rochester, N. Y.).
3636. Bordin, E. S. Factor analysis in experimental designs in clinical and social psychology. *Psychol. Rev.*, 1943, 50, 415-429.—The author presents an extension of the method of factor analysis which offers an analytical structure for the design of experiments that will avoid distortion of original data and yet permit rigorous and systematic tests of hypotheses. In this method, persons become the variables and behavior items become the population. The persons are correlated, and this is followed by factor analysis of each intercorrelation matrix. Examples of problems where this method may be used to advantage are cited.—M. A. Tinker (Minnesota).
3637. Brill, A. A. In memoriam. Isador H. Coriat, 1875-1943. *Psychoanal. Quart.*, 1943, 12, 400-402.—A brief summary is given of Coriat's life, his contributions to the literature, and the significant role he played in the development and promulgation of psychoanalysis.—M. H. Erickson (Eloise Hospital).
3638. Brotemarkle, R. A. Edwin Burket Twitmyer, 1873-1943. *J. consult. Psychol.*, 1943, 7, 200-201.—Obituary and appreciation.—S. G. Dulsky (Rochester, N. Y.).
3639. Committee of the National Research Council & Science Service. *Psychology for the fighting man*. Washington, D. C., New York: Infantry Journal, Penguin Books, 1943. Pp. 456. Cloth, \$1.50; paper, \$0.25.—This book was prepared for publication under the editorial direction of E. G. Boring, Harvard University, and M. Van de Water, Science Service. Adaptations of several chapters have already appeared in the *Infantry Journal* (see 17: 1301; 1683; 2117; 2441; 3219; 3534; 3918). Chapter headings are: (1) psychology and combat; (2) sight as a weapon; (3) seeing in the dark; (4) color and camouflage; (5) hearing as a tool in warfare; (6) smell, a sentry; (7) the sense of position and the sense of direction; (8) the right soldier in the right job; (9) training makes the soldier; (10) how the army teaches; (11) efficiency in the army; (12) heat, cold, oxygen, and stimulants; (13) morale; (14) food and sex as military problems; (15) the soldier's personal adjustment; (16) leadership; (17) mobs and panic; (18) differences among races and peoples; (19) rumor; and (20) psychological warfare. 9-page index.—N. R. Bartlett (U. S. Naval Reserve).
3640. Fenton, N. Lillien Jane Martin, 1851-1943. *Psychol. Rev.*, 1943, 50, 440-442.—Obituary.—M. A. Tinker (Minnesota).
3641. Garrett, H. E. Analysis of variance in psychological research. *J. educ. Res.*, 1943, 36, 631-632.—"The originality and power of Fisher's methods lies in their emphasis upon experimental design or procedure, and not in their introduction of new statistical techniques. . . . Fisher's analysis of variance is useful to psychologists because: (1) it often permits of a more efficient experimental arrangement; (2) it provides a better estimate of experimental error; (3) it allows evaluation of the specific contributions of several variables as well as the interactions of these variables; (4) it enables the experimenter to draw broader inferences from his results."—M. G. Preston (Pennsylvania).
3642. Garrett, H. E. The discriminant function and its use in psychology. *Psychometrika*, 1943, 8, 65-79.—R. A. Fisher's method of determining a set of weights for the linear combination of the scores in a battery of tests is explained and illustrated. The relationship of this method to combination by multiple regression methods is shown.—(Courtesy *Psychometrika*).
3643. Halliday, J. L. Principles of aetiology. *Brit. J. med. Psychol.*, 1943, 19, 367-380.—All medical action, whether therapeutic or preventive, is anteceded by some ideas about cause of illness in the mind of the doctor. If mechanistic causation is adhered to, diagnosis consists in finding faulty parts, e.g., duodenal ulcers, bronchitis. If biological causation is accepted, the doctor must ask himself: What kind of person is this? What has he met? Principles of etiology, derived from these ways of thinking about cause, provide a methodology for systematic medical thought.—E. R. Hilgard (Office of War Information).
3644. Hulpieu, H. R. A simplified all-purpose gravity writing lever. *Science*, 1943, 98, 116.
3645. Ichheiser, G. Why psychologists tend to overlook certain "obvious" facts. *Phil. Sci.*, 1943, 10, 204-207.—This paper is presented as one of three related criticisms of past and present psychological research and theory. The point stressed is that "obvious" facts ought not to be overlooked or slighted, if they are really facts, since they may turn

out to be important. Moreover, when we rise from the level of immediate awareness to that of conceptual description, we encounter the paradox that "the higher the adequacy of a psychological description, the stronger . . . the inevitable impression that 'nothing new' was really presented."—R. H. Dotterer (Pennsylvania State College).

3646. Irwin, F. W. Edwin Burket Twitmyer: 1873-1943. *Amer. J. Psychol.*, 1943, 56, 451-453.—This is a brief summary of Twitmyer's life with special emphasis upon his discovery in 1902 of the conditioned reflex.—D. E. Johannsen (Skidmore).

3647. Jennings, H. S. Biographical memoir of Raymond Pearl, 1879-1940. *Biogr. Mem. nat. Acad. Sci.*, 1943, 22, 295-347.—In addition to an appraisal of Pearl's work, this memoir contains a complete bibliography and a portrait.—W. S. Hunter (Brown).

3648. Johnson, P. O. Uses of Fisherian statistics. *J. educ. Res.*, 1943, 36, 627-630.—This is a criticism of the comments made by Peters on the statistical techniques utilized by R. A. Fisher (see 17: 2962).—M. G. Preston (Pennsylvania).

3649. Krikorian, Y. H. Life, mechanism and purpose. *Phil. Sci.*, 1943, 10, 184-190.—Avoiding both the reductive and the disjunctive method, the author holds that life is both continuous with and qualitatively different from the physical world of which it is a part. It follows that biological mechanism and vitalism are both impossible and that panpsychism is an untenable position. "Living beings . . . are physico-chemical systems, yet they are purposive in the sense that their behavior is biased towards . . . self-maintenance."—R. H. Dotterer (Pennsylvania State College).

3650. Lewinski, R. J. Psychological services in the medical department. *Nav. med. Bull., Wash.*, 1943, 41, 137-142.—A survey is made of the functions carried on by psychologists in the U. S. Navy Medical Department, using the work by psychologists at the Great Lakes Naval Training Station as an example. Psychologists commissioned in the Naval Reserve Class H-V(S) serve in two capacities: as members of neuropsychiatric boards at Navy and Marine recruit reception centers, and with the selection of aviation personnel.—G. W. Knox (U. S. Naval Reserve).

3651. Lewinski, R. J., & Pennington, L. A. Professional services and training requirements of the psychologist in class H-V (S) of the Navy. *Psychol. Bull.*, 1943, 40, 519-527.—This is a discussion of the nature and duties of psychologists in this branch of service. It gives civilian psychologists a basis for preparing curricula to train military psychologists. Work in Class H-V (S) at Great Lakes involves close relationship with psychiatrists in a program which attempts to eliminate recruits unable to withstand the strains of military life because of potential neuropsychiatric conditions or intellectual deficiencies. The professional training suggested involves work in the fields of experimental, general, abnormal, and mental measurement psychology, as well as supple-

mentary work in physiology and neurology.—F. McKinney (Missouri).

3652. Margolin, S., & Kubie, L. S. An acoustic respirograph; a method for the study of respiration through the graphic recording of the breath sounds. *J. clin. Invest.*, 1943, 22, 221-224.—See *Biol. Abstr.* 17: 18279.

3653. Martin, L. C. A standardized colour-vision testing lantern (II) transport type. *Brit. J. Ophthalm.*, 1943, 27, 255-259.—Martin describes a modification of his color-vision testing lantern which should render it specially suitable for transport undertakings. The additions consist of an orange-yellow filter in addition to the red, green, and white of the first form; thus, pairs of red with orange and orange with green can be shown. Various other changes in structure and design have been introduced.—R. J. Beitel, Jr. (Dartmouth Eye Institute).

3654. Merrill, M. A. Lillian Jane Martin: 1851-1943. *Amer. J. Psychol.*, 1943, 56, 453-454.—An appreciation and brief summary of some contributions of a feminine psychological pioneer.—D. E. Johannsen (Skidmore).

3655. Patey, H. C. Elizabeth Evans Lord, 1890-1943. *J. consult. Psychol.*, 1943, 7, 202.—Obituary and appreciation.—S. G. Dulsky (Rochester, N. Y.).

3656. Pfeifer, S. Vilma Kovács. *Int. Z. Psychoanal. Imago*, 1941, 26, 376-377.—Obituary.

3657. Piaget, J. Le mécanisme du développement mental et les lois du groupement des opérations. (The mechanism of mental development and the laws of grouping of operations.) *Arch. Psychol., Genève*, 1941, 28, 215-285.—The author uses physico-chemical concepts of equilibrium, transformation, etc. to explain mental development and behavior, assuming no particular relation between this equilibrium and organic equilibrium. Metrical scales of intelligence are statistical comparisons of results obtained by intelligence in its progressive evolution, but they do not allow measuring or translating into an analytical scheme the intellectual operations themselves. For formulation of numbers and physical quantities the logical operations consist of groupings, i.e., systems closed and reversible. Corresponding to the 6 levels of sensory-motor development, ranging from reflexes to precise operational intelligence, there are 6 phases of constitutional grouping. This scheme is discussed in relation to egocentrism. The egocentric universe is one of practical objects and immediate qualities whose classification and listings are not logical because of their momentary nature. Egocentrism is thus a system of relationships impossible to group.—C. G. Mueller (Brown).

3658. Reid, T. Essays on the intellectual powers of man. (Edited & abridged by A. D. Woozley.) London: Macmillan, 1941. Pp. xl + 456. 21s.

3659. Sargent, H. Nondirective counseling applied to a single interview. *J. consult. Psychol.*, 1943, 7, 183-190.—Nondirective is the term applied to the interview technique developed by Carl Rogers and

his students. A detailed, annotated nondirective interview is presented to throw some light on the question of whether or not this technique can be applied to a single interview contact. Although one of the two objectives of this particular interview was not realized, there is evidence that this single contact produced a change in attitude in the direction of understanding and positive action.—S. G. Dulsky (Rochester, N. Y.).

3660. Schlosberg, H. A note on the mis-use of the potentiometer. *J. comp. Psychol.*, 1943, 35, 245-246.—The writer points out that no ideal method exists for control of the intensity of electrical shock stimulation. He takes exception to the use of the simple potential divider for threshold determinations, as in the recent article of Kellogg, Pronko and Headlee (see 17: 502). These authors assumed that constancy of applied voltage implied constancy of shock, whereas Schlosberg states that the effectiveness of shock is more nearly related to current flow. Hence changes in tissue resistance will cause large apparent changes in threshold. The effect of such variations can be minimized by the use of a large resistance in series with the electrode.—L. I. O'Kelly (U. S. Army).

3661. Stengel, E. Paul Schilder. *Int. Z. Psychoanal. Imago*, 1941, 26, 377-379.—Obituary.

3662. Teuchert, H. [Hearing-acuity measuring apparatus: audiometers.] *Hochfrequenztech. u. Elektroakus.*, 1942, 60, 21-24.

3663. Waelder, R. [Ed.] *The living thoughts of Freud*. New York: Longmans, Green, 1941. Pp. 168. \$1.25.

3664. Walter, W. G. Appendix on a new method of electro-encephalographic analysis. *J. ment. Sci.*, 1943, 89, 222-223.—A series of tuned reeds, energized by the output from the electroencephalograph, acts as frequency splitters, since each is tuned to a frequency in the band to be studied. 20 reeds cover the stretch from 1 to 20 cycles per sec. Each 10-sec. stretch of record has traced over it a histogram of its spectrum, and the shift of energy from one band to another and the quantitative rise and fall in general energy level are recorded.—W. L. Wilkins (U. S. Naval Reserve).

3665. Wright, H. W. The three contexts of human behavior. *Psychol. Rev.*, 1943, 50, 351-369.—A problem is set for the psychologist by two outstanding features of meaning: (1) its dependence upon organizing relationships between the meaningful object and other objects, and (2) its operation in determining behavior. These features of meaning can be explained only in terms of a psychological environment, spatially and dynamically structured, which conditions the behavior of the individual. Three such environmental contexts are distinguished in human behavior: (1) the behavioral, the world of immediate experience; (2) the social, composed of inter-communicating and interacting selves; and (3) the cosmic, consisting of objects of the real world which appeal to the minds of men as intel-

ligible. "These three contexts, in order named, are increasingly comprehensive, and operate in dynamic interdependence with human activities of progressively greater scope and range."—M. A. Tinker (Minnesota).

[See also abstract 3713.]

NERVOUS SYSTEM

3666. Adrian, E. D. Sensory areas of the brain. *Lancet*, 1943, 245, 33-35.—The author discusses the experimental study of the sensory activities of the brain by means of recorded brain waves, under the following heads: methods; the visual cortex; auditory and olfactory areas; skin sensation; and the nervous basis of perception.—C. K. Trueblood (Cambridge, Mass.).

3667. Fulton, J. F., & Nachmansohn, D. Acetylcholine and the physiology of the nervous system. *Science*, 1943, 97, 569-571.—It has been difficult to reconcile the extremely rapid events taking place in neural activity with what was presumably a process requiring considerable time, namely, acetylcholine release. Recent experimental work shows: (1) that choline esterase is localized at the neuronal surface (this allows for rapid hydrolyzation of acetylcholine), and (2) a parallelism is found between the amount of choline esterase present and the EMF produced by the electric organs of *Electrophorus electricus* and *Torpedo*. The electric organs of these specimens have present an amount of choline esterase to hydrolyze in 60 min. several kilograms of acetylcholine, i.e., several milligrams in one millisecond. "This high rate of metabolism makes possible the assumption that acetylcholine is closely connected with the discharge." Such evidence indicates that acetylcholine is an essential link in the generation of the electrical changes recorded during both axon and synaptic activity.—F. A. Mote, Jr. (Connecticut).

3668. Gibbs, E. L., Merritt, H. H., & Gibbs, F. A. Electroencephalographic foci associated with epilepsy. *Arch. Neurol. Psychiat.*, Chicago, 1943, 49, 793-801.—C. K. Trueblood (Cambridge, Mass.).

3669. Gibbs, F. A. The present status of clinical electroencephalography. *Ann. intern. Med.*, 1943, 18, 1012-1014.

3670. Holden, W. H. Effect of civilization on the nervous system as evidenced by the lack of hypertension and coronary occlusion in primitive people. *Proc. 8th Amer. sci. Congr.*, 1942, Part 2, 309-312.

3671. Lambros, V. S., Case, T. J., & Walker, A. E. The clinical value of electroencephalography. *Dis. nerv. Syst.*, 1943, 4, 202-206.

3672. McDaniel, F. L., Hines, C. G., & others. The electroencephalogram in neurological diagnosis. *Nav. med. Bull.*, Wash., 1942, 40, 856-867.—At the present time EEG records are used mostly in the diagnosis of organic difficulties such as brain tumors and epilepsy. This method of diagnosis has been found most useful in distinguishing functional and

organic difficulties which otherwise might not be distinguished. There are indications that the technique may also gain further practical value in the future in spotting any form of disturbed consciousness, structural or functional.—G. W. Knox (U. S. Naval Reserve).

3673. Simonson, E. Fatigue of the central nervous system. *Clin. Proc., Cape Town*, 1943, 2, 112-116.

3674. Taylor, I. R., & Nickerson, M. Features of the electrical response of the bee-moth eye. *Physiol. Zool.*, 1943, 16, 213-222.—The authors report an experimental investigation of "the wave forms of the action potentials from the eye of the moth *G. mellonella* under various conditions of adaptation and employing different durations of stimulation by light. . . . The results are discussed as indicating the inapplicability, without modification, of Granit's three-component theory to the behavior of the insect eye as exemplified by *G. mellonella*."—C. K. Trueblood (Cambridge, Mass.).

3675. [Various.] Symposium on prefrontal leucotomy. *J. ment. Sci.*, 1943, 89, 161-201.—R. Ström-Olsen, S. L. Last, and M. B. Brody report some mental test results on 30 cases following the operation. The revised Stanford-Binet, the Shipley-Hartford, the Progressive Matrices, the Passalong, Babcock, and Kohs tests were administered before and after the operation. Psychometric differences between the after-effects of the Freeman and the Crumie techniques are discussed. Discussions of the technique of the operation are given by T. P. Rees, G. C. Knight, R. W. Willway, W. McKissock, F. L. Golla, and G. W. T. H. Fleming. Subjective effects on various patients are reported by E. C. Dax and E. J. R. Smith.—W. L. Wilkins (U. S. Naval Reserve).

3676. Woolsey, C. N., & Walzl, E. M. Topical projection of nerve fibers from local regions of the cochlea to the cerebral cortex of the cat. *Johns Hopk. Hosp. Bull.*, 1942, 71, 315-344.—See *Biol. Abstr.* 17: 18372.

[See also abstracts 3664, 3733, 3762, 3914, 4006.]

RECEPTIVE AND PERCEPTUAL PROCESSES

3677. Alvarez, W. C. The production of pain in the stomach. *Gastroenterology*, 1943, 1, 615.

3678. Babbitt, J. A. The problem of impaired hearing. *Arch. Otolaryng., Chicago*, 1943, 38, 94-96.—Abstract and discussion.

3679. Bast, T. H., & Shover, J. A historical survey of the structure and function of the cochlea. *Ann. Otol., etc., St. Louis*, 1943, 52, 281-329.—The authors survey and comment upon 17 theories of hearing. Among the newer methods of cochlear study they discuss the method of correlating acuity of hearing with histopathology, and the Wever and Bray method of observing the microphonic actions of the cochlea. 104 references.—C. K. Trueblood (Cambridge, Mass.).

3680. Berger, C., McFarland, R. A., Halperin, M. H., & Niven, J. L. The effect of anoxia on visual resolving power. *Amer. J. Psychol.*, 1943, 56, 395-407.—"The present study was undertaken . . . to measure the influence of anoxia on the resolving power for two luminous points at various levels of illumination." The resolution and fusion thresholds for 1 mm. luminous discs were determined by the Method of Limits for 5 intensities of brightness with normal air and with 10% oxygen. The threshold for one brightness with 100% oxygen was also determined. Light adaptation was maintained by a light frame with 14 electric bulbs of 45 watts each. For 3 of the 4 subjects, the resolving power of the eye was lower in 10% oxygen than in normal air; the greatest changes were at the higher intensities. In 14 out of 16 comparisons the differences were statistically reliable. This result was contrary to expectations, since other measurements have indicated that anoxia has an effect comparable to decreasing the brightness of the test-object. The data are considered theoretically.—D. E. Johannsen (Skidmore).

3681. Bridgman, C. S., & Hofstetter, H. W. "Improving" color vision. *Optom. Wkly*, 1943, 34, 471-473.—Tests and treatments offered to improve color vision cannot be interpreted as causing any actual change. Apparent improvement is based on subjective reports and is evidently a process of learning to call the proper colors for a given series of charts.—D. J. Shaad (Kansas City, Kans.).

3682. Brunner, H. Labyrinth in aviation. *J. Aviat. Med.*, 1943, 14, 132-150.—This is a general review of the subject. It is emphasized that the labyrinths are probably more important in aviation because of the illusions they mediate than for the cues of orientation which they might supply. It is suggested that the caloric test be substituted for the chair turning test in the Air Corps examination for hypersensitivity of the labyrinth.—C. Pfaffman (U. S. Naval Reserve).

3683. Elder, J. H. Effectiveness of vitamin A in the treatment of defective color vision. *Science*, 1943, 97, 561-562.—In a preliminary study a group of 16 college students with defective color vision were given 25,000 units of vitamin A daily over a period of 8 weeks. They were tested on the Ishihara, the American Optical Company's pseudoisochromatic plates, and the Westcott lantern slide. Fourteen showed no improvement but 2 finally achieved almost perfect scores. Further tests were made of 41 students who took 50,000 units every other day for an 8-week period. The same color vision tests were used. No significant improvement was shown by any of these subjects. It is concluded that such a vitamin A regimen fails to produce any significant improvement in color sensitivity, and it is improbable that a longer continued administration would change this result.—F. A. Mote, Jr. (Connecticut).

3684. Evans, H. J. The independent differentiation of the sensory areas of the avian inner ear. *Biol. Bull. Woods Hole*, 1943, 84, 252-262.

3685. Ferree, C. E., & Rand, G. Color in protective night light. *Brit. J. Ophthalmol.*, 1943, 27, 173-184.—In the selection of a protective night light the problem is to select that color or composition of light that will be of greatest use in the discrimination of detail in nearby objects and will have the least visibility at a distance. The factors are the comparative visual acuities for different colors or compositions of light at a suitable low level of intensity, their power to penetrate the external atmosphere both clear and foggy, and their comparative visibilities in the dark at threshold intensities. The variable illuminator is described and suggested as the appropriate instrumentation for making the necessary tests.—R. J. Beitel, Jr. (Dartmouth Eye Institute).

3686. Harris, J. D. The auditory acuity of pre-adolescent monkeys. *J. comp. Psychol.*, 1943, 35, 255-265.—By means of a conditioned response technique, the auditory acuity of monkeys, 8-24 months old, was determined in terms of their absolute intensity thresholds over a range of representative frequencies from 62.5 dv. to 8000 dv. "The audiograms of earlier studies in the infrahuman primate were in general confirmed as to rate of increase in acuity with increase in tone-frequency, and as to the region of peak sensitivity (8000 dv.)."—L. I. O'Kelly (U. S. Army).

3687. Hersch, B. C. Elements of visual perception. *Optom. Wkly.*, 1943, 34, 731-733.—The significance of mental imagery and its relation to the general subject of seeing are pointed out, with emphasis on the fact that satisfactory vision depends partially on experience, habits, and desires of the individual.—D. J. Shaad (Kansas City, Kans.).

3688. Hilton, W. Sense organs. XI. Receptors. *J. Ent. Zool.*, 1943, 34, 113-114.—See *Biol. Abstr.* 17: 18573.

3689. Judd, D. B. Colorblindness and the detection of camouflage. *Science*, 1943, 97, 544-546.—Normal color vision, red-green blindness (deuteranopia and protanopia), and red-green weakness (deuteranomalous and protanomalous vision) are briefly discussed. The requirements for camouflage are described. It is concluded that there is a chance for the red-green weak individual to detect a camouflaged scene which, because of the spectral composition of the colors employed in the camouflage paint, would be indistinguishable to the normal observer, the deuteranope, or the protanope. If the situation were the common one wherein an attempt is made to conceal a position by means of reddish-brown earth and yellowish-green foliage, the normal might fail to detect the camouflage whereas the color-blind observer could do so. Such a variegated pattern might be too light or too bluish, but the normal observer would fail to detect these discrepancies because of the larger red-green differences in the scene; the red-green blind however, as he possesses low discrimination capacity for the red-green differences, would be capable of responding to the too light or too bluish parts of the scene. A normal observer

can be rendered relatively blind to red-green differences by using a suitable filter, but such a filter would cut down the over-all intensity of daylight by about 90%. It is questionable whether any improvement in detection of lightness differences or yellow-blue differences would be obtained by normal observers by this means even against a highly variegated red-green background.—F. A. Mote, Jr. (Connecticut).

3690. Kondo, T. Wieder über das Zustandekommen und Wesen der angeborenen Farbensinn-Anomalien. (More on the genesis and the nature of inherited color-sense abnormalities.) *Acta Soc. ophthalm. jap.*, 1941, 45, 659-670.

3691. Lebensohn, J. E. Visual rating, and presentation of an improved unlearnable letter chart. *Nav. med. Bull., Wash.*, 1943, 41, 744-749.—The Navy visual acuity examination consists of varying the visual angle by holding the letter size constant and varying distance, while civilian optometric tests (the Snellen Chart) involve the change of visual angle by varying letter size but keeping distance constant. The degree of variation of test scores is pointed out, and methods for correcting the causes of variation are suggested. A new test chart is presented in reference to these factors.—G. W. Knox (U. S. Naval Reserve).

3692. Loch, W. E. Incidence and permanence of tonal dips in children. *Laryngoscope, St Louis*, 1943, 53, 347-356.—The author reports an investigation of the incidence of tonal dips in 1365 school children, 8-14 years old, and the permanence of the dips in 493 of these children, who were repeatedly examined over a period of two years. Dips were found to occur about three times as often in boys as in girls. About half of all dips were for the frequency of 4,096 cycles. With respect to permanency, four classifications are made: persistent, temporary, recurrent, and temporary-persistent. Persistent dips were found most often for the frequency of 4,096 cycles and temporary most often for 10,321 cycles.—C. K. Trueblood (Cambridge, Mass.).

3693. Low, F. N. Studies on peripheral visual acuity. *Science*, 1943, 97, 586-587.—"Certain wartime accidents under combat conditions have indicated that faulty peripheral acuity, unknown to the individual, may have been responsible. This prompted the writer to develop a reasonably short, accurate test of this visual function and to investigate the possibility of improving it by systematic training." A Landolt broken circle test has been devised and given to 100 subjects selected at random in order to establish norms. The average of all scores was set at 100; on this basis 87 males scored 102% and 13 females 91% (range for total group, 43 to 364). The reliability of the test was .91. Peripheral acuity thus measured was found to be an independent factor; it did not correlate with age, sex, central acuity, or color vision. Retests on a part of the group of 100 and on another group of 113 showed an average improvement of from 6 to 16%.—F. A. Mote, Jr. (Connecticut).

3694. MacKenzie, J. G. Some functions of the non-acoustic labyrinth. *Ann. Otol., etc., St Louis*, 1943, 52, 400-408.—"Unilateral labyrinthine destruction (in the cat) causes changes in the posture of the head and body, the gait, and the reaction to free falling. A nystagmus in which the quick component is toward the sound ear is present for two to five days. The rebound phenomenon suggests an unopposed tonic activity of the sound labyrinth. Bilateral labyrinthectomy produces more profound disturbances in equilibrium than does destruction of only one labyrinth. Compensation occurs so that in a few weeks the animals show few abnormalities except certain variations in gait and head movements. Blindfolded bilaterally labyrinthectomized cats do not right themselves when freely falling through the air. Although no ocular nystagmus results when two labyrinths are destroyed simultaneously, nystagmus does occur when a certain time interval separates the two labyrinthectomies. The type and direction of this nystagmus is the same as if the first labyrinth were still intact." 20 references.—C. K. Trueblood (Cambridge, Mass.).
3695. Palmer, E. L. Hello! do you hear me? With chart showing range of hearing of common animals and range of pitch of songs of common birds. *Nature Mag.*, 1943, 36, 81-88.
3696. Russell, R. W., & Younger, J. The effects of avitaminosis-A on visual intensity difference thresholds in the rat. *J. exp. Psychol.*, 1943, 32, 507-512.—"The present report is concerned with the effect of vitamin A deprivation on intensity difference thresholds. A discrimination habit was established on a modification of the Lashley discrimination apparatus and required an average of 300 trials for mastery to the point of 90 percent accuracy. The rats, from the time of weaning, had been fed on a diet depleted of vitamin A but adequate in all other respects. After establishment of the habit the intensity difference threshold for each animal was determined. As the length of time on vitamin-A-free diet increased it became necessary to increase the intensity difference in order to maintain a threshold response. The difference limen of the animals increased from three to four times the original before the experiment was discontinued."—M. J. Zigler (Wellesley).
3697. Shambaugh, G. E., & Wojniak, F. Chronic progressive deafness, including otosclerosis and diseases of the inner ear. *Arch. Otolaryng., Chicago*, 1943, 37, 856-881.—The authors review the literature on chronic progressive deafness for 1941. Their discussion is divided into three main sections: otosclerosis; chronic adhesive deafness; and primary nerve deafness. They call special attention to contributions on acoustic trauma, the use of prostigmine for deafness, and the fenestration operation. 59 references.—C. K. Trueblood (Cambridge, Mass.).
3698. Theobald, G. W. A note on a new hypothesis of referred pain. *N. Z. med. J.*, 1942, 41, 41-44.
3699. Thorne, F. C. The theta effect. *J. exp. Psychol.*, 1943, 32, 522-523.—"The illusory phenomenon which is hereafter called the 'theta effect' was accidentally discovered during the performance of a laboratory experiment in physiological optics in 1935. The subject was looking at a point source of light through an optical frame which placed a simple prismatic lens over the left eye and a light red glass over the right eye. A white image was thus perceived on the left and a red image on the right making it easily possible to discriminate between images in the two eyes. As the prismatic lens was rotated in the frame (actually causing the white image to rotate in space about the fixed red image) it was noted that the red image appeared to rotate about the white image, which seemed to remain fixed in its spatial position. This illusory effect is perceived equally well when the prismatic lens and red glass are interchanged in the optical frame and is therefore not caused by dominance of one eye over the other."—M. J. Zigler (Wellesley).
3700. Timberlake, J. B. War deafness. *Volta Rev.*, 1943, 45, 27-29; 100-102; 224-226.—The editor of the *Volta Review* presents abstracts of 18 papers dealing with various phases of war deafness and rehabilitation of deafened soldiers. These papers were selected from the Volta Bureau Library which "houses considerable material on war deafness, some of it dating fifty years back."—C. V. Hudgins (Clarke School).
3701. Tutui, Y. Untersuchungsergebnisse über A-Hypovitaminosen durch Dunkeladaptationsmessungen. (Results regarding A avitaminosis through dark adaptation measurements.) *Acta Soc. ophthal. jap.*, 1940, 44, 1597-1603.
3702. Walls, G. L. The evolution of color vision. *Optom. Wkly*, 1943, 34, 555-558.—Association of cones in the retinal mosaic with diurnality and development of color vision is discussed with a review of the color vision present in various forms in the evolutionary scale.—D. J. Shaad (Kansas City, Kans.).
3703. Weersma, P. [Effect of noise on normal and impaired hearing.] *Z. Hals- Nas- u. Ohrenheilk.*, 1941, 47, 402 ff.—[Abstracted review; original not seen.] Weersma studied the masking effect in audiometry. This is an important aid, but its use must be understood. If the tone to be masked is lower than the masking tone, the effect of the latter is negligible. If two tones are relatively close, the masking action is most effective. Finally, if the masking tone is lower than that tested, the results have no significance. The author constructed a special instrument which would produce a masking effect at different frequencies. He found that the audiogram of both normal and impaired hearing presented a new form of curve, with dips that were frequently missed by the usual method of examination.—C. K. Trueblood (Cambridge, Mass.).
3704. Wetzel, J. O. Malingering tests. *Amer. J. Ophthal.*, 1943, 26, 577-586.—A brief summary of the visual defects most commonly simulated by

draftees is followed by detailed descriptions of tests for unilateral blindness and stereoscopic acuity, amblyoscopic tests, and other tests using special ophthalmic equipment according to techniques designed to uncover simulated defects.—D. J. Shaad (Kansas City, Kans.).

3705. Widenbauer, F., Widenmann, A., & Kohte, G. Die Dunkeladaptation bei Gesunden in Posen. (Dark adaptation with normal subjects in Posen.) *Ernährung*, 1942, 7, 97-98.—See *Biol. Abstr.* 17: 18365.

3706. Wilson, W. H. Prevention of traumatic deafness. A preliminary report. *Arch. Otolaryng., Chicago*, 1943, 37, 757-767.—This experimental study of the relation of auditory fatigue to irreversible hearing loss caused by acoustic trauma was carried out at a quartermaster replacement training center with new inductees who had never fired army weapons of any sort. "The ears of certain persons are more susceptible to acoustic trauma than are those of others. Ears so predisposed are fatigued more readily. The realization of such a relation between abnormal auditory fatigue and irreversible traumatic loss of hearing affords a means of determining in advance persons predisposed to traumatic deafness. Such a means of screening out susceptible persons should be of great value in noisy industry. An ideal fatiguing tone must be determined that can be depended on to cause fatigue at a definite frequency in these more vulnerable ears. Persons with impaired hearing are more susceptible to acoustic trauma than are those with normal hearing." 20 references.—C. K. Trueblood (Cambridge, Mass.).

3707. Wirt, S. E. Studies in industrial vision. I. The validity of lateral phoria measurements in the Ortho-Rater. *J. appl. Psychol.*, 1943, 27, 217-232.—Measurements of large numbers of subjects with various techniques lead to the following conclusions: "It would seem that phoria measures in a stereoscope have more or less in common with measures at a true distance according to certain characteristics of the instruments. In the Bausch and Lomb Ortho-Rater, a 13-inch stereoscope, with careful exclusion of extraneous stimuli and with a slide design demanding focus at the optical equivalent of a finite distance, phoria measures corresponded quite closely with measures at 20 feet (6 meters), distributions of scores by the two methods were similar, correlations between scores by the two methods were reasonably high, and the reliability of the stereoscope tests was reasonably high. Changes due to increased instrument experience had been eliminated in this model. At the other extreme is the hand stereoscope in which phoria measures seemed very erratic and correlated practically zero with those at a true distance." Characteristics of less satisfactory stereoscopes, which are probably responsible for their unsatisfactoriness, are suggested.—G. R. Thornton (Purdue).

3708. Yudkin, J., Robertson, G. W., & Yudkin, S. Vitamin A and dark adaptation. *Lancet*, 1943, 245,

10-13.—The authors measured the course of dark adaptation in 400 apparently normal subjects, with a modification of Crookes' dark adaptation apparatus. "Repeated measurements showed that the readings for one subject are reproducible within narrow limits. In any one individual, the variations rarely exceed 0.2 log unit for cone or rod threshold and 2 minutes for the cone-rod transition time. . . . Adaptation varies in different individuals and the visual threshold in the early stages of adaptation . . . may bear no relation to the readings of the final rod threshold. This confirms the observations of other investigators, but, since many workers still use methods which give readings within a few minutes or even seconds of the onset of dark adaptation, the importance of these observations is stressed. Administration of vitamin A, if it affects dark-adaptation at all, always affects the final rod threshold. Other parts of the curve, such as the cone threshold or the cone-rod transition time, may not be affected. If single readings are to be used for assessing visual performance in the dark, they are best made in conditions approaching complete adaptation." 9 references.—C. K. Trueblood (Cambridge, Mass.).

[See also abstracts 3653, 3662, 3666, 3674, 3676, 3718, 3735, 3764, 3900, 3944, 3966, 3974, 3990.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

3709. Bentley, M. Where does thinking come in? *Amer. J. Psychol.*, 1943, 56, 354-380.—Elaborative thinking is found with comprehending, acting, and "emoving" in the resolving group of functions. The products of thinking are listed and discussed. It is concluded "that 'thinking comes in' among operations which we bring together in the large class of inquisitional functions, a class to include all of those activities of the organism which are of a psychological kind. On account of its directive and determined course, thinking is called elaborative. It is the genius of this activity to integrate into an extensive course simpler and more primitive operations, to unite them in 'a function of higher order.' The simpler functions then tend for the occasion to lose their separate existence and to be imbedded as 'moments' in thinking. Nevertheless, thinking remains, when the organism has learned to establish it and to carry it through to its appropriate conclusions, a single and distinctive resource of the organism yielding rich, diverse and characteristic products."—D. E. Johannsen (Skidmore).

3710. Briggs, L. J., & Reed, H. B. The curve of retention for substance material. *J. exp. Psychol.*, 1943, 32, 513-517.—"The problem of this experiment was to investigate the form of the curve of retention for substance material or ideas, an idea being defined as a concept which cannot be derived from a single sentence in the text. Eighty-nine college students were tested for immediate comprehension of a rather difficult prose selection by 50

true-false questions. For the delayed retention test, the subjects were divided into five groups, each of which was tested for one of the following intervals: 1 week, 4 weeks, 8 weeks, and 12 weeks. The curve of retention for substance material or ideas has the usual form: it falls at a decelerating rate. However, it has a much higher level than curves hitherto published for factual, nonsense, and substance material. No confirmation was found for the rising curve of English, Welborn, and Killian. The reminiscence effect found in this curve is attributed to two factors: removal of inhibition from the new language in which the ideas were expressed and relearning from the giving of the same test to the same subjects three or four times.—*M. J. Zigler (Wellesley)*.

3711. Epstein, M. A., & Morgan, C. T. Cortical localization of symbolic processes in the rat: III. Impairment of anticipatory functions in prefrontal lobectomy in rats. *J. exp. Psychol.*, 1943, 32, 453-463.—"Eight rats were operated for removal of the prefrontal areas, and 8 normal animals were matched with them in respect of age, sex, and weight. After preliminary training and adjustment to a 24-hour feeding schedule, the two groups were run on an enclosed maze, 18.4 feet long and consisting of 8 right and 8 left turns in single alternation. Five trials a day were given for 13 days. Time was taken on three sections of the maze. During the first few days (1-5) the normal rats showed a goal gradient throughout all five trials. In the next days (6-9), a terminal retardation (anticipatory gradient) appeared toward the end of the run and especially in the later trials of the day. Then, in the last four days of testing (10-13), the goal gradient tended to be abolished and the anticipatory gradient was operative throughout the whole run. The prefrontal rats, on the other hand, showed a goal gradient in the first few days, just as did the normal rats, but as training was continued, the goal gradient became even more pronounced and there was no sign of an anticipatory gradient."—*M. J. Zigler (Wellesley)*.

3712. Golla, F., Hutton, E. L., & Walter, W. G. The objective study of mental imagery. I. Physiological concomitants. *J. ment. Sci.*, 1943, 89, 216-222.—The imagery used by subjects in seven different tasks was investigated. Of 61 males, 25 had regular respiratory rhythm, and of these only 2 used laryngeal kinesthetic images; 36 males had irregular respiratory rhythm, and of these 32 used laryngeal kinesthetic images. Of 37 females 20 had regular respiration, none of whom used laryngeal kinesthesia; 17 had irregular respiration, and 11 of these used laryngeal kinesthetic imagery. Alpha records of 60 subjects suggest that there is some correlation between EEG and imagery type, as those with pure visual imagery tend to have alpha rhythms extremely small (below 10 microvolts maximum), and those with pure auditory-kinesthetic imagery tend toward persistent alpha records, regardless of mental activity. Alpha records are divided into three types: *M*, extremely small; *R*, responsive, with clearly visible rhythm with the

eyes shut, but blocking or attenuation when eyes are opened or mental exertion called for; and *P*, persistent, regardless of mental activity or whether eyes are open or shut. A sex difference on the basis of this classification is suggested.—*W. L. Wilkins (U. S. Naval Reserve)*.

3713. Goodman, C. H. Factorial analysis of Thurstone's seven primary abilities. *Psychometrika*, 1943, 8, 121-129.—Intercorrelation coefficients among Thurstone's seven primary mental abilities scores were obtained from scores of 170 freshmen engineering students on the experimental edition of the Primary Mental Abilities Tests. These correlation coefficients were factored to four factors, interpreted as a general factor, a reasoning factor, a verbal factor, and, tentatively, a specific memory factor. The finding of a general factor for a college population corroborates the Thurstone's finding of a general factor for 8th grade children.—(Courtesy *Psychometrika*).

3714. Harlow, H. F. & Johnson, T. Problem solution by monkeys following bilateral removal of the prefrontal areas: III. Test of initiation of behavior. *J. exp. Psychol.*, 1943, 32, 495-500.—"Two rhesus monkeys following bilateral removal of the prefrontal areas and two intact rhesus monkeys were tested on a test of 'initiation of behavior.' This problem required only that the subject remove food from one of two metal plates in a limited time interval. The operated animals made significantly poorer scores than the normal animals on those trials in which food was exposed on the food platform for a single second. This difference did not result from lack of familiarity with the problem, as indicated by the fact that significant difference did not appear at the longer exposure intervals. No significant difference was found between normal and operated subjects in the percentage of errors made on the reversal as compared with the non-reversal trials at any exposure intervals. These data show that bilateral removal of the prefrontal areas in monkeys may produce loss in a simple problem not involving the formation of new associations or the utilization of any symbolic process."—*M. J. Zigler (Wellesley)*.

3715. Hellmer, L. A. The effect of temperature on the behavior of the white rat. *Amer. J. Psychol.*, 1943, 56, 408-421.—The problem of the present study was to determine the effect of temperature variation upon the physiology and behavior of white rats. In two rooms, temperatures were maintained constant at 89°-92° F. and 55°-58° F., respectively; the third room was allowed to fluctuate with the ordinary atmospheric changes of the building. Approximately 70 rats were raised in each room, in each of 2 generations. 45 rats from each room were trained in a 4-alley standard maze, 1/3 in each case running under each temperature condition. Retention was tested 30 days later. "In the cold-room, the rats grew most rapidly, matured earlier, and gave birth to litters of larger, healthier young. In the hot-room, growth and maturity were much

delayed; females conceived at a later age; the young were small and many of each litter died soon after birth. Hot-room rats were of smaller adult-size and had an average tail-length fully one centimeter longer than those in the cold-room. Significant morphological differences appeared. According to the three criteria of learning, *Ss* from the cold-room were from two to three times more efficient in the maze than those from the hot-room, and they were also superior to the control-room animals. . . . Both the temperature of the room in which the rat learns the maze and the temperature of the room in which he is raised were found to be important. . . ."—D. E. Johannsen (Skidmore).

3716. Jones, M. R. The effect of hypothermia on retention. *J. comp. Psychol.*, 1943, 35, 311-316.—"A group of 60 day old, male, white rats was trained on a 14 unit T-maze to the criterion of two consecutive errorless trials in one day. Immediately following learning, the control group was immobilized for twenty-four hours while the experimental group was put into a state of hypothermia in which body temperature was maintained at a level between 20 C. (68 F.) and 25 C. (77 F.) for twenty-four hours. Both groups were subsequently retrained on the same maze and there were no reliable differences between the relearning scores for the two groups."—L. I. O'Kelly (U. S. Army).

3717. Keller, M. Mediated generalization: the generalization of a conditioned galvanic skin response established to a pictured object. *Amer. J. Psychol.*, 1943, 56, 438-448.—The problem of the present study was to determine the extent to which a conditioned response would be generalized, particularly to a symbol of the original stimulus. A conditioned galvanic skin response was established to a picture of a boy-scout hat. The unconditioned stimulus was a shock to the right wrist. Tests were made to pictures of other objects (duck, ball, fireman's hat) and to printed words (duck, ball, hat). Of the 24 subjects (young women), 21 showed conditioning. The results showed a statistically reliable transfer to the picture of the fireman's hat, but none to the printed word, hat, nor to the other stimuli. The data are considered theoretically.—D. E. Johannsen (Skidmore).

3718. Nichols, A. S. The pointer method of observing and training visual skills. *Optom. Wkly*, 1943, 34, 359-361; 387-389; 415-417; 443-444.—The series of articles is introduced by a summary of motor and perceptual visual skills, with a short review of the application of the stereoscope to the training of visual reflexes. The use of "pointers," held in the subject's hands and used to touch the stereographic targets viewed binocularly, is recommended as aiding visual and somesthetic perception.—D. J. Shaad (Kansas City, Kans.).

3719. Nitardy, F. W. Apparent time acceleration with age of the individual. *Science*, 1943, 98, 110.—Remembered time and its relationship to the age of the individual is offered as a possible cause for the apparent acceleration of time with advancing age.

Thus, at age 8 when memory might go back over a period of 4 years, a single year would represent about 25% of an individual's total remembered time experience, whereas at 60 a year would represent less than 2%. For this reason, as the individual grows older, time appears to be accelerated.—F. A. Mote, Jr. (Connecticut).

3720. Pitts, W. A general theory of learning and conditioning: Part II. *Psychometrika*, 1943, 8, 131-140.—The second of two parts (see 17: 2304) of this article extends a mathematical theory of non-symbolic learning and conditioning to cases where reward and punishment are involved. The preceding results are generalized to the case where stimuli and responses are related psychophysically, thus constituting a theory of transfer, generalization, and discrimination.—(Courtesy *Psychometrika*).

3721. Rosen, V. H., & Gantt, W. H. Effect of metrazol convulsions on conditioned reflexes in dogs. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 8-17.—"The course of 12 metrazol convulsions gave varying results depending on the type of animal. The effect was more pronounced on the higher conditioned reflex function than on the lower, unconditioned activity. In general there was impairment of cerebral function in the direction of (1) decrease of excitatory conditioned reflexes; (2) loss of inhibition, resulting in lack of differentiation between positive and negative stimuli; (3) lengthening of the latent period; (4) predominance of the activity of some lower centres at the expense of the higher ones; and (5) a long period of recovery. Impairment of function lasted from one to six months, even in the stable dogs. In one extremely excitatory dog, in which inhibition was poor, the lessening of the excitatory conditioned reflexes resulted in apparent improvement in the behavior, rather than in impairment." 8 references.—C. K. Trueblood (Cambridge, Mass.).

3722. Solomon, R. L. Latency of response as a measure of learning in a 'single-door' discrimination. *Amer. J. Psychol.*, 1943, 56, 422-432.—"We have experimentally shown the value of the use of latency of response in the theoretical analysis of a jumping-discrimination. Our measures of latency show that in the single-door situation we obtain results analogous to those obtained in the runway-discrimination. We have also shown that latency-measures are sensitive, that they give valuable trial-by-trial results, and that they offer a universal dimension not limited to a single situation. Finally, we have indicated the possibility that latency may give us a measure which will be serviceable in the fruitful application of theoretical analyses of behavior."—D. E. Johannsen (Skidmore).

3723. Stavrianos, B. K. An experimental investigation of retention when items within a list are given different amounts of practice. *J. gen. Psychol.*, 1943, 28, 277-295.—Two experiments are presented to test the effect of the introduction of the two factors, inhomogeneity of material and incomplete learning, into a traditional retention experiment. In experi-

ment 1 both of these factors are introduced into the learning of meaningful items. Results indicate that the relationship between amount of practice and degree of retention does not follow the law of frequency when different amounts of practice are given for items in a single list. In experiment 2, with the same subjects, the factor of incompleteness is eliminated as far as possible and nonsense items are used as learning material. Data from experiment 2 corroborate the findings of experiment 1. Surprise caused by cessation of repetitions and the greater effort required for recalling less practiced items are suggested as relevant to the question of why the less practiced items were more affected by the experimental conditions.—*H. H. Nowlis* (Connecticut).

3724. Stephens, J. M. Is habit formation always mediated by cognition-formation? *Psychol. Rev.*, 1943, 50, 430-437.—Data and arguments are presented which suggest that there must be some medium other than, or in addition to, cognitions through which experience can affect changes in behavior. Various possibilities are listed.—*M. A. Tinker* (Minnesota).

3725. Taylor, D. W. The learning of radiotelegraphic code. *Amer. J. Psychol.*, 1943, 56, 319-353.—The present study attempted (1) to analyze some of the factors that are important in the efficient learning of sending and receiving the International Morse Code and (2) to measure aptitude for radiotelegraphy. 59 college men, divided into 4 groups, served as subjects. The teaching techniques were uniform, except for the three experimental variables in teaching the process of receiving, and the one experimental variable in the process of sending. The results showed that speed of learning to receive is unaffected by (1) whether similar or dissimilar characters are taught together, (2) whether the instructor transmits individual characters at high or at slow speeds, and (3) whether correct responses are reinforced immediately or after a short delay. The uniformity of sending was found to be uninfluenced by whether the pattern was set by a mechanically perfect device or by another student. 11 tests of auditory abilities, 8 subtests on the Revised Army Alpha test, a controlled-association reaction-time test, a digit-cancellation test, a digit-symbol substitution test, the Signal Corps Aptitude Test, and an initial code learning test were given and scores correlated with the speed of receiving. The initial learning test was found to yield the best prediction of eventual achievement.—*D. E. Johansson* (Skidmore).

3726. Taylor, D. W. Learning telegraphic code. *Psychol. Bull.*, 1943, 40, 461-487.—The article deals with learning to receive, learning to send, and measurement of aptitude. Some of the findings are: plateaus are not common in curves of learning to receive; the use of visual symbols should be avoided in teaching receiving; the initial speed at which individual characters are sent does not affect the speed with which men learn to receive; the negatively accelerated curve is typical of learning to send; each operator's sending may be identified on

the basis of his individual style; the use of a special tape in teaching sending is no more efficient than having students send to one another; and achievement in code is not related to age, amount of previous education, prior vocation, or scholastic achievement. Correlations between code achievement and various parts of intelligence tests range from .08 to .42, while the correlation between code achievement and the Seashore musical tests is .56. The Signal Corps Code Aptitude Test has a reliability of .86 and a validity coefficient of .52. The Initial Learning Test, which measures the speed with which students learn the first eight characters, has a reliability of .97 and validity of .73.—*F. McKinney* (Missouri).

3727. Thorndike, E. L. Some complications of associative processes. *J. exp. Psychol.*, 1943, 32, 501-506.—"The experiment deals with paired associates in which the first members of the pairs included many words classified in one way, and the second members of the pairs included many words, also classified, but in a very different way. Our interest is almost entirely in the wrong responses in the memory test. These reveal features of associative processes which are not obvious in the classical experiments with memory and free association."—*M. J. Zigler* (Wellesley).

3728. Wallen, R. Size changes in remembered figures. *J. exp. Psychol.*, 1943, 32, 464-472.—"Results were as follows: No significant differences were found among the initial reproductions of the four figures, but a reliable decrease in mean area of all reproductions as compared with the original figure area was found. No significant differences in areal change were found among the four kinds of reproductions when initial drawing was compared with delayed drawing. There was, however, an increase in the mean size of all reproductions which is significant at the 5 percent level."—*M. J. Zigler* (Wellesley).

3729. Warren, A. B., & Brown, R. H. Conditioned operant response phenomena in children. *J. gen. Psychol.*, 1943, 28, 181-207.—This investigation is an extension of Skinner's concepts and procedures to a study of child behavior. The operant response of pressing a lever is rewarded by candy in 2- to 5-year-old children. The author studied the acquisition, extinction, spontaneous recovery, disinhibition, and periodic reconditioning of the conditioned operant response. "The occurrence of these phenomena in children is essentially similar to their occurrence in rats when experimental differences in control of motivational factors and species differences in manual play activity are considered."—*H. H. Nowlis* (Connecticut).

3730. White, R. K. A correction to 'The case for the Tolman-Lewin interpretation of learning.' *Psychol. Rev.*, 1943, 50, 438-439.—Correction of a misinterpretation of Hull's view in an earlier paper (see 17: 2309).—*M. A. Tinker* (Minnesota).

3731. Wingfield, R. C. Some factors influencing spontaneous alternation in human subjects. *J.*

comp. Psychol., 1943, 35, 237-243.—Using human subjects in a variety of manual alternation situations, the author presents experimental evidence which suggests the following conclusions: "(1) Humans, as well as rats, show spontaneous alternation behavior. (2) Relationships seem to exist between spontaneous alternation and the following factors: (a) the speed with which the choice situation is attacked; (b) the degree of difference found in choice situations; (c) the outcomes of previous choices." Forcing an increase in the speed of reaction reduces the number of spontaneous alternations. Increasing the difference between the alternatives gives a corresponding increase in alternations. If previous choices are successful, there is a decreased likelihood of alternation.—L. I. O'Kelly (U. S. Army).

[See also abstracts 3646, 3675, 3734, 3802, 3856, 3897, 3963, 3967, 4007.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

3732. Adroque, E., & Re, B. V. Un caso de nistagmus voluntario. (A case of voluntary nystagmus.) *Arch. Otol. B. Aires*, 1942, 17, 717-732.

3733. Akelaitis, A. J., Risteen, W. A., & Van Wagenen, W. P. Studies on the corpus callosum. IX. Relation of the grasp reflex to section of the corpus callosum. *Arch. Neurol. Psychiat., Chicago*, 1943, 49, 820-825.—"In 22 cases of epilepsy in which the frontal lobes were relatively intact, partial and complete section of the corpus callosum did not result in forced innervation or forced grasping. In 3 cases of chronic unilateral lesions involving the anterior portion of the hemisphere, partial or complete section of the corpus callosum resulted in the temporary appearance of forced grasping in the contralateral hand. This was associated with an ideokinetic dyspraxia in 2 cases and with exaggeration of a pre-operative kinetic dyspraxia in the third case. In the presence of a chronic lesion involving the frontal lobe, grasping movements can be temporarily released in the contralateral hand after section of the corpus callosum. There may be a close relation between forced grasping and dyspraxia." 13 references.—C. K. Trueblood (Cambridge, Mass.).

3734. Bills, A. G. The psychology of efficiency; a discussion of the hygiene of mental work. New York: Harper, 1943. Pp. xiv + 361. \$2.75.—The purpose of the present volume is to give the mental worker information for his personal use on the conditions of efficiency, the care and maintenance of the thinking machine, and the hygiene of mental work. The following are the chief topics discussed: mental work and fatigue, rest and recovery, sleep, attention and distraction, motives, suggestion, age effects, and the nature of effective thinking. References, a glossary, and test items for review are included.—W. S. Hunter (Brown).

3735. Breder, C. M., Jr. Problems in the behavior and evolution of a species of blind cave fish. *Trans. N. Y. Acad. Sci.*, 1943, 5, 168-176.—The

differences in behavior between a blind species of cave fish and a corresponding seeing species is attributed not to a genetic factor but to the presence or absence of vision itself.—F. W. Finger (Virginia).

3736. Campbell, P. A. The problem of airsickness. *J. Aviat. Med.*, 1943, 14, 126-131.—This is a general discussion of the role of the vestibular apparatus, the ocular system, the viscera, muscles and joints, psychic centers, and ductless glands in airsickness. It is pointed out that in the Armed Services most emphasis must be placed on selection methods to eliminate susceptible cases. These selection methods are not yet completely reliable.—C. Pfaffman (U. S. Naval Reserve).

3737. Carlson, A. J., Ivy, A. C., & others. The physiology of free fall through the air: delayed parachute jumps. *Bull. Northwest. Univ. med. Sch.*, 1942, 16, 254-266.

3738. Crofton, J. W. Abnormalities of sleep. *J. R. Army med. Cps*, 1943, 80, 314-20.

3739. Daniel, W. J. An experimental note on the O'Kelly-Steckle reaction. *J. comp. Psychol.*, 1943, 35, 267-268.—An attempt to repeat the experiment reported by O'Kelly and Steckle (see 13: 6200), in which long-enduring fighting responses to relatively short exposures to electrical shock were obtained in a group of 6 rats, failed to duplicate the phenomenon. Changes in cage arrangement and application of the shock also failed to elicit the fighting behavior for any length of time. The author concludes that the different results could possibly be attributed to the use of litter mates by O'Kelly and Steckle, to the lower ceiling of the O'Kelly-Steckle apparatus, or to possible experimental variables not identified in the original report.—L. I. O'Kelly (U. S. Army).

3740. Edwards, H. E., & Tamblyn, W. J. The fatigue syndrome in school children. *Canad. publ. Hlth J.*, 1941, 32, 518-523.—See *Child Developm. Abstr.* 16: 323.

3741. Fischel, W. Zur Psychologie des Haushundes. (Concerning the psychology of the dog.) *Naturwissenschaften*, 1943, 31, 159-169.

3742. Flaherty, T. T. Airsickness during acrobatics. *Nav. med. Bull., Wash.*, 1942, 40, 902-906.—Airsickness is due to the disintegration of perceptual orientation as well as to a deficiency of oxygen. The accurate awareness of one's position in space is dependent upon the organized contribution of all sensory departments. Of these, the vestibular, visual, proprioceptive, and cutaneous senses contribute the most. Through training, the utilization of these senses in gaining proper orientation is greatly increased. Visual training involves learning to pick out reference points which remain relatively stable in the visual field. This is often done by opening and closing the eyes in relation to one's changing orientation so that the same angle of orientation is presented with each visual presentation.—G. W. Knox (U. S. Naval Reserve).

3743. Foltz, E., Ivy, A. C., & Barborka, C. J. The use of double work periods in the study of

fatigue and the influence of caffeine on recovery. *Amer. J. Physiol.*, 1942, 136, 79-86.—Double work periods, rather than the conventional single work period, were used in this fatigue study. "In general, as the length of the training period increases the work output during the second period, the total work output for both periods and the percent recovery become less variable and approximately equal in variability; the work output during the first period remains the most variable. . . ." Caffeine-sodium benzoate (0.5 gr.) injected intravenously at the end of the first work period increased the amount of recovery or the output during the second period in two subjects who reported subjective effects from the drug, while such injections had no effect on subjects who reported no subjective effects.—*R. L. Solomon* (Brown).

3744. Gunther, L., & Walker, J. E. Localized tetanus. Use of the oscillograph electrocardiograph for recording of normal and of abnormal action currents of skeletal muscle (electromyograms). *War Med., Chicago*, 1943, 4, 57-60.—Electromyograms of the diagnostic action currents in skeletal muscle can be obtained with an electrocardiograph (Sanborn Cardiette) through the use of needle electrodes inserted directly into the muscle. The records are indistinguishable from those made with the cathode ray oscillograph. On a surgical convalescent used as a control no action currents were recorded when the muscle was at rest except those arising from the heart. The myograms of the tetanus patient showed action currents when the muscle was at rest, exaggerated summation responses to voluntary contraction, and to noise when the muscle was at rest.—*M. E. Morse* (Baltimore, Md.).

3745. Hellebrandt, F. A., & Franseen, E. B. Physiological study of the vertical stance of man. *Physiol. Rev.*, 1943, 23, 220-255.—An intricate interplay of compensatory reflexes from widespread receptors automatically cancels the mechanical disadvantages commonly attributed to the change from the quadruped to the biped position. The biodynamics of standing and its phylogenetic and ontogenetic development are reviewed. The commingled sensations regulating postural tone are only feebly discriminable, and their relative importance in the normal adult is undetermined. Constant postural sway may be the most important factor in maintaining the upright position by virtue of its mechanical effects and reflex influences on medullary centers. It automatically adapts tonus to the collapsing forces which must be equilibrated by the antigravity extensor muscles. The remarkable indefatigability of relaxed standing is not fully explained. The sensation of fatigue associated with prolonged standing is probably due to hypoxemia of higher centers controlling muscle tonus and cardiovascular-respiratory mechanisms. Failures in adaptation occasionally cause acute pathological syndromes (gravity shock, orthostatic circulatory insufficiency), but in these it is not demonstrated that posture is the decisive etiological factor. Extensive bibliography.—*M. E. Morse* (Baltimore, Md.).

3746. Hinshaw, H. C., Rushmer, R. F., & Boothby, W. M. The hyperventilation syndrome and its importance in aviation. *J. Aviat. Med.*, 1943, 14, 100-104.—Hyperventilation (voluntary, deep, and rapid breathing) produces blurring of vision, numbness of the extremities, and in later stages, muscular cramps, serious vasomotor collapse, and unconsciousness. These symptoms are produced by the reduction of CO_2 in the blood and may also result from spontaneous, unrecognized hyperventilation occurring under conditions of emotional strain, excitement, and anxiety. This syndrome, which is now recognized as the physiological basis for some symptoms noted among persons of unstable nervous temperament, may also occur in normal individuals under conditions of emotional stress. Although the effects of extreme hyperventilation are well known, it has not been adequately emphasized that similar results are produced by mild hyperventilation continued over a long period of time. A few instances of probable spontaneous hyperventilation among flyers are discussed.—*C. Pfaffman* (U. S. Naval Reserve).

3747. Holzer, W. Über die Erregbarkeit des menschlichen Muskels. (Concerning the excitability of human muscle.) *Wien. klin. Wschr.*, 1942, 55, 636.

3748. Jacobson, E. 'Tonus' in striated muscle. *Amer. J. Psychol.*, 1943, 56, 433-437.—The author summarizes the evidence concerning the presence of tonus in the completely relaxed muscle. The improvement in the electrical recording instruments, since Sherrington promulgated the view that reflex tonus is a postural contraction, has made possible much more delicate determination of muscle potentials. Results from various studies are briefly summarized and the instrumental and measurement difficulties indicated. It is concluded that tonus can be regarded neither as equivalent to postural contraction nor as dependent exclusively on myotatic reflex, and that though the traditional view that healthy muscle is always in a state of slight contraction has not been confirmed, it is a common occurrence for muscular relaxation to be incomplete.—*D. E. Johannsen* (Skidmore).

3749. Lemere, F., Voegtlin, W. L., Broz, W. R., O'Hollaren, P., & Tupper, W. E. Heredity as an etiologic factor in chronic alcoholism. *Northw. Med., Seattle*, 1943, 42, 110-111.—The explanation of alcoholism as a neurotic symptom is insufficient because most patients become normal when they stop drinking. The authors' studies of the family histories of 500 alcoholics indicate a specific inherited susceptibility to alcohol, consisting in abnormal attraction to its effects. Alcoholism is four times more frequent in the families of excessive drinkers than in the families of normal drinkers. The relationship between inheritance of psychopathy and alcoholism is nonspecific. Total abstinence is often an equivalent of alcoholism in that the abstainer avoids a substance to which he realizes his susceptibility. Inheritance is usually through the father

or the mother's male relatives, probably due to the restraining effect of social disapproval of alcoholism in women, rather than to sex-linked inheritance. The logical treatment is to deprive the alcoholic, through the conditioned reflex method, of his ability to escape reality and obtain abnormal pleasure from alcohol.—*M. E. Morse* (Baltimore, Md.).

3750. Loeser, A. A. Effect of emotional shock on hormone release and endometrial development. *Lancet*, 1943, 244, 518-519.—"Four women who had always menstruated regularly missed a period after an emotional shock. Histological examination of biopsy specimens showed an endometrium at the stage it would normally have reached at the time of the shock, suggesting that the shock caused an immediate arrest of development by interruption of the release of the proper hormones."—*C. K. Trueblood* (Cambridge, Mass.).

3751. Maslow, A. H. A theory of human motivation. *Psychol. Rev.*, 1943, 50, 370-396.—After listing the propositions that must be considered as basic, the author formulates a theory of human motivation in line with these propositions and with the known facts derived from observation and experiment. There are 5 sets of goals (basic needs) which are related to each other and are arranged in a hierarchy of prepotency. When the most prepotent goal is realized, the next higher need emerges. "Thus man is a perpetually wanting animal." Thwarting, actual or imminent, of these basic needs provides a psychological threat that leads to psychopathy.—*M. A. Tinker* (Minnesota).

3752. Morgan, C. T., Stellar, E., & Johnson, O. Food-deprivation and hoarding in rats. *J. comp. Psychol.*, 1943, 35, 275-295.—"Four experiments involving the effect of food-deprivation and satiation upon hoarding were carried out. . . . In the first experiment, increase in hoarding behavior was measured while rats were on a 24-hour cycle. In the second experiment the effects of 12-, 24-, 36-, and 48-hour deprivations on animals which were already hoarding as the result of deprivation were studied. In the third experiment the slow decline of hoarding when the rats were subjected to alternate 24-hour deprivation and satiation was measured. Finally, in the fourth experiment, the onset of hoarding in 12-, 24-, and 36-hour cycles of deprivation and the extinction of hoarding during subsequent satiation was studied." The results indicated: (1) Hoarding is slow in making its appearance when animals are placed on a 24-hour deprivation cycle and allowed one hour daily to eat. (2) Once hoarding has been initiated by a 24-hour cycle, varying the length of deprivation from 12 to 48 hours has no effect on the level of hoarding. (3) If a 5-pellet criterion of hoarding is used, the onset is abrupt and almost an all-or-none phenomenon. (4) Deprived animals tend to hoard more when they are allowed half an hour to eat before the hoarding test than when they begin immediately upon the hoarding test. (5) A diurnal cycle is observable in hoarding behavior. (6) It is the hoarding activity itself which is the goal, not the accumulation of pellets.—*L. I. O'Kelly* (U. S. Army).

3753. Pear, T. H. Are there human instincts? *Bull. John Rylands Libr., Manch.*, 1942, 27, 137-167.—The problem of human instincts is partly verbal. The use of the term by psychologists themselves is not consistent, and nonpsychologists offer the public grotesque misdescriptions, particularly concerning war and nationalism, which, if acted on, will have serious effects. The use by nonpsychologists of terms related to the human mind raises the question of the psychologists' duty at least to point out glaring distortions and to state clearly and publicly their attitude toward popular extensions of the concept of instinct. He agrees in general with the drive hypothesis as defined by Allport, which clears the way for a completely dynamic psychology of traits, interests, and sentiments as the ultimate disposition of mature personality. Motivational systems are contemporary and self-sustaining and the tie to infantile origins is historical, not functional. These views remove the fetish of the genetic method and account adequately for socialized behavior.—*M. E. Morse* (Baltimore, Md.).

3754. Rethlingshafer, D. Experimental evidence for functional autonomy of motives. *Psychol. Rev.*, 1943, 50, 397-407.—The experimental evidence for the emergent principle of functional autonomy of motives, as stressed by Allport, is found on evaluation to be at least limited if not nonexistent. Seven factors which may be instrumental in giving the appearance of functional autonomy for such behavior are listed and discussed: (1) motive supplied by conditioned expectancy, (2) substitute motives in higher order conditioning, (3) sub-goal reinforcement, (4) rewarded practice of an activity, (5) continued learning under drive when incentive is removed, (6) generalized incentives and drives, and (7) useless habits as expression of some need.—*M. A. Tinker* (Minnesota).

3755. Rife, D. C. Genetic interrelationships of dermatoglyphics and functional handedness. *Genetics*, 1943, 28, 41-48.

3756. Roughton, F. J. W., Dill, D. B., Darling, R. C., Graybiel, A., Knehr, C. A., & Talbott, J. H. Some effects of sulfanilamide on man at rest and during exercise. *Amer. J. Physiol.*, 1941, 135, 77-87.—At rest and at moderate exercise the rate of CO₂ elimination is unchanged in humans by administration of sulfanilamide to a blood concentration of 3-4 mgm. per cent. In exhausting exercise there is a handicap in CO₂ removal, adding to the acidosis of lactate formation and resulting in prolonged dyspnea during recovery. The degree of psychological and physical handicap in subjects taking 2-3 gr. of sulfanilamide per day was severe enough to make its therapeutic use unsuitable in patients expected to continue in exacting or strenuous work.—*R. L. Solomon* (Brown).

3757. Salmon, U. J., & Geist, S. H. Effect of androgens upon libido in women. *J. clin. Endocrin.*, 1943, 3, 235-238.—The authors report a study of the effect of androgens upon libido in 101 women under treatment for various endocrine disorders.

The androgens were administered intramuscularly, subcutaneously, and orally. All but 13 of 101 women thus treated reported some increase of libido; 20 noted excessive stimulation, which subsided within 2 to 4 weeks after discontinuance of the treatment. It is concluded that "androgens have a three-fold action, causing (a) an increased susceptibility to psychosexual stimulation; (b) an increased sensitivity of the external genitalia, and (c) a greater intensity of sexual gratification. . . . Endogenous androgens in the normal mature woman may act as the physiologic sensitizer of both the psychic and somatic components of the sexual mechanism."—C. K. Trueblood (Cambridge, Mass.).

3758. Schwab, R. S. Chronic seasickness: neurological, psychiatric and Naval aspects. *Nav. med. Bull., Wash.*, 1942, 40, 923-931.—38 cases of chronic seasickness are studied. These cases were found to divide themselves into two groups. Type 1 consisted of highly neurotic individuals with a history of car or bus sickness. A questionnaire has been constructed which spots most of these individuals. Their seasickness is a symptom of a larger neurotic complex and does therefore not diminish with any form of training. Type 2 had gastro-intestinal abnormalities and improved with treatment of the organic difficulty. The author recommends that type 1 be discharged or given land duty while type 2 be treated medically.—G. W. Knox (U. S. Naval Reserve).

3759. Smith, A. L. Stethogram and recorded disc of fetal heart sounds in a twin pregnancy. *Amer. J. Obstet. Gynec.*, 1941, 42, 908-911.—See *Biol. Abstr.*, 17: 18352.

3760. Valentiner, H. L. The effect of vitamin B complex on the fatigability of mentally deficient children. *Amer. J. Psychol.*, 1943, 56, 381-394.—It is known that mentally deficient children are more susceptible to fatigue in doing mental tasks than are normals. The present study attempted to determine whether the addition of vitamin B complex to the diet would tend to reduce this fatigability. 20 pairs of mentally deficient children (median IQ = 65) were matched for age and sex. All received a 4 oz. cup of tomato juice daily for 11 weeks. The juice for the experimental group was fortified with a therapeutic dose of water-soluble liver-powder. All children were tested before and after the feeding period by a letter-cancellation and a color-naming test and on ergograph performance. (1) Muscular fatigue (ergograph performance) was unchanged by the addition of vitamin B to the diet. (2) On the cancellation test the experimental group after vitamin B feeding could practically maintain their level of performance throughout the test, whereas the control group could not. Errors for the control group increased in the second half of the test, whereas for the experimental group they remained practically constant. (3) Comparable results were found on the color-naming test. These results indicate the efficacy of vitamin B in delaying the onset of fatigue and reducing its amount in mentally deficient children.—D. E. Johannsen (Skidmore).

3761. Wallen, R. Sex differences in food aversions. *J. appl. Psychol.*, 1943, 27, 288-298.—"By means of a check-list the food aversions of 308 females and 237 males were determined. Comparison between the sexes lead to the following conclusions: 1. Considerable uniformity exists between the sexes in the extent to which various foods are disliked. 2. For a small proportion of items, reliable differences exist in the extent to which males and females report aversions. 3. In most cases where sex differences occur, a larger proportion of females than of males dislike the food. 4. The differences found in our data can be accounted for by assuming social pressures exist which force males to repeat experiences with disliked foods but which permit females to retain habits of rejection."—G. R. Thornton (Purdue).

3762. Weinstein, E. A., & Bender, M. B. Integrated facial patterns elicited by stimulation of the brain stem. *Arch. Neurol. Psychiat., Chicago*, 1943, 50, 34-42.—"Stimulation of designated areas in the tegmentum of the brain stem of the macaque monkey with the Horsley-Clarke stereotaxic technic produces facial patterns integrated with other somatic and autonomic components into purposeful acts. Facio-ocular synkinesis of contraction of the orbicularis oculi muscles, upward rolling of the eyeballs and constriction of the pupils can be elicited from the reticular substance of the pons 1.5 to 2.5 mm. lateral to the midsagittal plane. . . . A facio-respiratory complex simulating laughter and consisting of retraction and elevation of the corners of the mouth, depression of the lower jaw, lowering of the base of the tongue and uvula and cessation of respiration in the expiratory phase can be elicited from an area 0.5 to 2 mm. from the midsagittal plane dorsomesial to the inferior olive. It is suggested that the facio-ocular and facio-respiratory synkinesias are integrated in the reticular formation of the brain stem." 22 references.—C. K. Trueblood (Cambridge, Mass.).

3763. Williams, S. B. A note on approach-approach conflict in rats. *J. comp. Psychol.*, 1943, 35, 269-274.—An experiment is reported which was designed to measure the degree of conflict engendered in rats presented with an "approach-approach" conflict situation. "The only significant difference between a group of rats trained on a T maze with both arms of the T open and both rewarded, and a group trained with only one arm rewarded but the other path blocked off, is a difference in the mean number of trials required to reach a performance criterion of four out of five trials with a starting latency of two seconds or less. The choice group took more trials than the no-choice. The difference is due to the greater variability of performance near the criterion level in the choice group. . . . The sum of the evidence gives almost no support to the hypothesis that an approach-approach conflict situation generates any real conflict behavior."—L. I. O'Kelly (U. S. Army).

3764. Yasui, M. Studien über die Akkommodationszeit. (Studies on accommodation time.) *Acta Soc. ophthalm. jap.*, 1941, 45, 671-681.

3765. Young, P. T. *Emotion in man and animal; its nature and relation to attitude and motive*. New York: Wiley, 1943. Pp. xiii + 422. \$4.00.—This book is based on the underlying assumption of a biological monism and on the concept that "an emotion is a disruption or disorganization of the total individual, and not an integrated process." The material is organized into 10 chapters: the nature of emotion; attitudes and motives, determinants of emotion; needs and appetites; emotional development; bodily changes in emotion; patterns of organic response in emotional excitement; feeling and emotion as conscious processes; direct determinants of emotion; predisposing conditions of emotional disturbance; attitudes and motives in relation to emotion. Each chapter is followed by a concluding statement, selected references, critical note and, occasionally, suggested readings.—*E. Girden* (Brooklyn).

[See also abstracts 3652, 3660, 3694, 3696, 3715, 3718, 3719, 3721, 3806, 3829, 3838, 3863, 3875, 3881, 3986, 4006.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

3766. Bychowski, G. *On relations between the ego and the super-ego*. *Psychoanal. Rev.*, 1943, 30, 313-324.—An individual's reactions to his parents are constantly repeated in his relations with other persons, since he "retrojects" the qualities of his original superego models onto others. Case material is used to illustrate how a patient may seek to free himself from an overstrict superego. He may capitulate to it with the hope of gaining its tolerance and protection; he may challenge its demands to his own and others disinterests; he may take it as the model for his relations with others, treating others as he is treated by his superego; or he may avoid the situations in which conflict might arise.—*L. B. Heathers* (Smith).

3767. Christensen, E. O. *Infantile sources of artistic interests in the neurosis of Marie Bashkirtseff*. *Psychoanal. Rev.*, 1943, 30, 277-312.—On the basis of her *Journal*, it is shown that Marie Bashkirtseff's artistic interests were motivated by her unsolved Oedipus situation.—*L. B. Heathers* (Smith).

3768. Ekman, T. *Phänomenologisches und Psychoanalytisches zum Problem des Mitleids*. (Phenomenological and psychological contribution to the problem of sympathy.) *Int. Z. Psychoanal. Imago*, 1941, 26, 275-285.—Phenomenology distinguishes sharply between true sympathy and the false, which exhausts itself in identification. This plays a part in the beginning, but self-feeling and distance are necessary for true sympathy. Identification is of two kinds: introjective or narcissistic, and active, which separates itself from the object. Ekman's theory of the unconscious mechanisms involved is that perception of another's suffering causes by identification a momentary shock to primary masochism. This is overcome by desexualized Eros, which treats the subject as a comforting superego. The resolving

satisfaction in true sympathy derives from overcoming masochism by Eros, strengthening the ego against identification and decreasing tension between ego and superego, since the superego threat is projected on another. Conscious self-reference is absent. The energy comes from Eros, and the amount of desexualized libido is the decisive factor. Sympathy belongs to the genital stage and is one of the great projection mechanisms of love and transference, the object of which is defense against the death instinct.—*M. E. Morse* (Baltimore, Md.).

3769. Eysenck, H. J. *Suggestibility and hypnosis—an experimental analysis*. *Proc. R. Soc. Med.*, 1943, 36, 349-354.—The author made a number of experimental investigations of suggestibility and hypnosis using various tests, his purpose being to substantiate or disprove current theories regarding suggestibility and hypnosis. His results are as follows: (1) using the Sway Test, he found that roughly two thirds of 160 male and one third of 160 female neurotics were suggestible; (2) personal relationship is not essential for the induction of suggestibility, although such a relationship was found to be an aid to suggestibility in the case of women; and (3) the passage of time had little effect on the reliability of the test although the amount of sway was affected, since there was a negligible difference when the test was repeated immediately or after one day, and a considerable difference with the test repeated 4 weeks later. Results are also given for normal and hypnotized subjects on tests covering some 30 different tasks.—*J. E. Zerga* (War Manpower Commission).

3770. Good, H. S. *Fifteen days adrift on a raft; a clinical evaluation of 5 survivors*. *Nav. med. Bull., Wash.*, 1943, 41, 367-373.—Behavioral conditions of 15 survivors from a sunken ship are described. At the time of rescue one survivor alone in a boat turned from the rescuers to talk to an imaginary person. The remaining survivors, together on a raft, were relatively normal, although all reported periodic irrational thoughts while adrift, the most common being that they could walk off the raft upon the water. Long after the patients were quite normal during the daytime, they presented extreme restlessness at nights, usually coupled with delusions of still being on the raft.—*G. W. Knox* (U. S. Naval Reserve).

3771. Herma, H., Kris, E., & Shor, J. *Freud's theory of the dream in American textbooks*. *J. abnorm. soc. Psychol.*, 1943, 38, 319-334.—About 350 books were analyzed quantitatively for the presentation of Freud's theory of the dream. While his theory established a unity of approach to normal and pathological phenomena, the textbooks show that under Freud's influence dream psychology became a predominant concern of those interested in abnormal behavior. In textbooks on general psychology the interest in the dream has decreased distinctly in the last five years. Although Freud's views are not generally accepted, no alternative theory is offered in the textbooks. Rejections of Freud's theory are not based on experimental evi-

dence. Wherever acceptance occurs, it is related either to greater familiarity with pathological phenomena or to a deeper comprehension of the theoretical implications of Freud's work. Since parts of Freud's theory are being integrated into the general body of knowledge, acceptance tends to be anonymous while rejection is personalized.—*C. H. Johnson* (Portland, Ore.).

3772. Juba, A. *Gehörshalluzinationen musikalischen Charakters im Fall einer Depression*. (Auditory musical hallucinations in a case of depression.) *Psychiat.-neurol. Wschr.*, 1942, 44, 345-348.

3773. Menninger, W. C. The theory of the unconscious. *J. Kans. med. Soc.*, 1943, 44, 183-186.

3774. Nabours, R. K. The masquerade of ESP. *Phil. Sci.*, 1943, 10, 191-203.—After a criticism of the procedure employed in the well-known Duke University experiments, the author disposes of the appearance of clairvoyance by directing attention to similarities with water-witching and mineral-divining. As an explanation of the appearance of telepathy he suggests that, regarded as thinking machines, human beings who are mutually telepathic may be anatomically and physiologically more similar to one another than to the rest of us. In support of this hypothesis he refers to the identical behavior frequently found in the case of one-egg twins.—*R. H. Dotterer* (Pennsylvania State College).

3775. Nunberg, H. Limitations of psychoanalytic treatment. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 98-100.—Abstract and discussion.

3776. Pickford, R. W. An hysterical 'medium.' *Brit. J. med. Psychol.*, 1943, 19, 363-366.—An interview is reported with a man who had mediumistic trances, in which great composers (e.g., Weber, Beethoven, Haydn) were said to be speaking through him to the assembled guests. His wife recorded the statements in a book. Although she reported that he gave information in the seances which he could not possibly have gained by normal means, the interview revealed that he apparently wandered about occasionally in a partially dissociated state, during which one of his favorite occupations was the reading of the lives of composers in the public libraries of his city.—*E. R. Hilgard* (Office of War Information).

3777. Rappaport, E. The tree of life: a psychoanalytic investigation of the origin of mankind. *Psychoanal. Rev.*, 1943, 30, 263-272.—The author shows, through reviewing myths, primitive customs, and the origins of many words, that the tree of knowledge of good and evil is a maternal symbol.—*L. B. Heathers* (Smith).

3778. Samberger, F. Libido. *Čas. Lék. čes.*, 1941, 80, 489-493.

3779. Sterba, R. On spelling. *Psychoanal. Rev.*, 1943, 30, 273-276.—Dream material is used to illustrate how, in the unconscious, it is the sound of the word, not its spelling, which is important. The incorrect spelling serves to conceal the latent content of a dream.—*L. B. Heathers* (Smith).

3780. Winch, R. F. The relation between courtship behavior and attitudes towards parents among college men. *Amer. sociol. Rev.*, 1943, 8, 164-174.—The courtship behavior of 435 college men was studied by means of a rating scale and the results were correlated with a variety of reactions to the parents. The aim was to determine the validity of some psychoanalytic formulations concerning the effects of child-parent relationships on subsequent courtship behavior. On the whole, the correlations are small and inconclusive. "One reason why it is not easy to say whether or not these data have served to corroborate the psychoanalytic theory . . . is that the theory itself is neither clear nor consistent."—*S. E. Asch* (Brooklyn).

[See also abstracts 3734, 3811, 3871, 3932.]

FUNCTIONAL DISORDERS

3781. Anastasi, A., & Foley, J. P., Jr. An analysis of spontaneous artistic productions by the abnormal. *J. gen. Psychol.*, 1943, 28, 297-313.—This is the second of three approaches to the artistic behavior of the abnormal and consists of a brief summary of an analysis of spontaneous productions by institutionalized patients. Drawings of 212 patients submitted by hospitals are analyzed with reference to medium, subject matter, technique and execution, color and brightness, and special characteristics. Within each category, drawings are considered in relation to characteristics of the patient producing them.—*H. H. Nowlis* (Connecticut).

3782. Boyle, A. H. Psychology in general practice: obsessions and compulsive states. *Practitioner*, 1943, 151, 52-57.

3783. Bradford, E. J. G. Performance tests in the diagnosis of mental deficiency. *Brit. J. med. Psychol.*, 1943, 19, 394-414.—The population tested consisted of 294 men maladjusted to army life and discipline whose Progressive Matrices score was below 39, i.e., in the lowest 25% of the population. Half were diagnosed as mentally defective, half as neurotic, with a sprinkling of psychopaths, epileptics, psychotics, and post-concussional cases. The performance tests used were Alexander's Passalong, Kohs' Designs, Knox Cubes, all modified in timing and scoring, and a new series of Graded Form Boards. Detailed instructions are given, and the form board diagrams reproduced. The value of performance tests is affirmed. They are useful for diagnostic purposes in general and are of value in differentiating the intellectual defective from the personality defective.—*E. R. Hilgard* (Office of War Information).

3784. Cobb, S. Borderlands of psychiatry. *Harv. Univ. Monogr. Med. publ. Hlth*, 1943, No. 4. Pp. xiv + 166.—The author estimates that approximately 6,500,000 persons are partially incapacitated by disorders falling outside the established fields of general medicine, neurology, and psychiatry. Included in these conditions are speech disorders, 1,200,000; emotional maladjustments, 2,500,000; epilepsy, 650,000; other neurological con-

ditions essentially minor effects and residuals of neurological lesions, 600,000; and alcoholism, 1,600,000. Discussions, freely illustrated with clinical case material, are offered of these borderline conditions (with the exception of alcoholism) for medical students, physicians, and social workers. Brief chapter bibliographies and index.—*M. H. Erickson* (Eloise Hospital).

3785. Cohen, L. M., & Karn, H. W. The anti-convulsant action of dilantin on sound-induced seizures in the rat. *J. comp. Psychol.*, 1943, 35, 307-310.—"Twenty-two albino rats highly susceptible to sound induced seizures were paired into experimental and control groups on the basis of age, sex, weight and sensitivity. The experimental animals were injected intraperitoneally with Dilantin Sodium solution every second day for 16 days and tested for sound induced seizures five hours following injection. Paired but untreated controls received parallel testing. The control group continued to exhibit a high frequency of seizures but the drugged group suffered only four seizures out of 88 exposures to sound. Continued testing after withdrawal of the drug showed that the protection afforded by the Dilantin Sodium was only temporary."—*L. I. O'Kelly* (U. S. Army).

3786. Edkins, K. Psychology in general practice. V. Psychiatric social work. *Practitioner*, 1943, 150, 306-312.—This is a description of psychiatric social work in child guidance clinics, mental hospitals, and departments of psychological medicine in general hospitals.—*M. E. Morse* (Baltimore, Md.).

3787. Eliasberg, W. Clinical psychotherapy. *Med. Rec.*, N. Y., 1943, 156, 412-414.—Psychotherapy is essentially a form of clinical medicine and not a province of the layman. It is based upon the observation of the individual variability, on interpersonal relations, and upon medical, sociological, psychological and educational factors. Clinical medical experience is required to evaluate the problems necessarily confronted in psychotherapy.—*M. H. Erickson* (Eloise Hospital).

3788. Fairbairn, W. R. D. The repression and the return of bad objects (with special reference to the 'war neuroses'). *Brit. J. med. Psychol.*, 1943, 19, 327-341.—The author examines the implications for the classic theory of repression of his contention that the libido is essentially oriented toward objects rather than toward gratification. The clue to the nature of the repressed lies in the relationship of the ego to bad internalized objects. The threatened or actual release of these bad objects gives rise to the patient's symptoms and to his desire for treatment. This creates a problem for the therapist, since the analytic technique promotes a release of bad objects from the unconscious. The release is therapeutic, however, because it is controlled by the analyst and safeguarded by the security imparted by the transference situation. The psychoneuroses of war have as their most distinctive feature separation anxiety. That is, the patient has an infantile dependence on his accustomed objects, which is not satisfied under

military conditions.—*E. R. Hilgard* (Office of War Information).

3789. Foster, G. R. Emerson on mental health. *J. abnorm. soc. Psychol.*, 1943, 38, 377-382.—Selected passages are quoted from Ralph Waldo Emerson's writing to indicate that he was a progressive thinker in the area of mental hygiene.—*C. H. Johnson* (Portland, Ore.).

3790. Gawan, L. R. Psychiatric aspects of military disabilities. *Nav. med. Bull.*, Wash., 1943, 41, 129-137.—War neurosis is not a new mental disease but merely the appearance of previously existing neurotic tendencies which become exaggerated and are made manifest by the strain of war. Half of all cases show a history of neurotic predispositions and should not have been selected for combat duty. The government has spent \$1,000,000,000 for the care of the mentally ill from World War I. Efforts are being made to exclude, prevent, alleviate, and rehabilitate cases of war neurosis in World War II.—*G. W. Knox* (U. S. Naval Reserve).

3791. Gibson, R. Observations on the occurrence of an ethnic element in involuntional melancholia. *J. ment. Sci.*, 1943, 89, 274-277.—A predominance of Nordic types over what would be expected is found. These are presumably Celtic Nordics, and Gibson advances the speculation that there might be a Celtic predisposition to this psychosis.—*W. L. Wilkins* (U. S. Naval Reserve).

3792. Greenhill, M. H. Psychotherapy within psychosomatic medicine. *N. C. med. J.*, 1943, 4, 203-211.

3793. Halloran, R. D., & Farrell, M. J. Neuropsychiatrists in the U. S. Army; their functions in general and in relation to replacement training centers. *Army med. Bull.*, 1943, No. 65, 151-156.

3794. Halstead, H. An analysis of the Matrix (Progressive Matrices) Test results on 700 neurotic (military) subjects, and a comparison with the Shipley Vocabulary Test. *J. ment. Sci.*, 1943, 89, 202-215.—Significantly lower scores were made by neurotics, who show not only lower medians but wider ranges. Attitudes of neurotic subjects to the testing situation were good, only 5% of 2,500 showing negativism.—*W. L. Wilkins* (U. S. Naval Reserve).

3795. Hirschberg, C. Military psychiatry: a summary of some of the literature. *Amer. J. med. Sci.*, 1943, 206, 112-127.

3796. Hunt, W. A., Wittson, C. L., & others. Psychometric procedures in the detection of the neuropsychiatrically unfit. *Nav. med. Bull.*, Wash., 1943, 41, 471-480.—A survey and evaluation is made of each psychological test used in the Navy in co-operation with the clinical observations of the psychiatrist.—*G. W. Knox* (U. S. Naval Reserve).

3797. Jacobs, B. Aetiological factors and reaction types in psychoses following childbirth. *J. ment. Sci.*, 1943, 89, 242-256.—21 cases are analyzed and 131 others are reported on statistically. Physical conditions of the puerperium play only a minor role

and operate as a precipitating agent only in co-operation with other intrinsic and extrinsic factors. In more than half of the cases the reaction type was typical of one of the affective psychoses.—*W. L. Wilkins* (U. S. Naval Reserve).

3798. *Jahreiss, W. O.* Delusional episodes. *Dis. nerv. Syst.*, 1943, 4, 207-215.—Nine cases of delusional syndrome are presented to show that some definitely delusional conditions are reversible or even episodic in nature. Why such cases do not become chronic is unknown, but it appears that the following factors may indicate a favorable prognosis: "sudden onset; definite emotional (thymopathic) setting; essentially situational reaction; absence of a 'characteristic' premorbid personality; and, perhaps, hospitalization, while the delusions are still poorly organized."—*C. E. Henry* (U. S. Naval Reserve).

3799. *Katzoff, S. L.* Psychological aspects of alcoholism. *Nat. elect. med. Ass. Quart.*, 1943, 34, No. 3, 32-39; 42.

3800. *King, A. R.* The psychology of drunkenness. Mount Vernon, Iowa: Cornell College, 1943. Pp. 72. \$0.50.—This is a popularized tract on the social evils of alcohol, with notes on common drugs.—*W. L. Wilkins* (U. S. Naval Reserve).

3801. *Kisker, G. W., & Knox, G. W.* Pharmacological shock therapy as a psychobiological problem. *J. gen. Psychol.*, 1943, 28, 163-179.—The writers review the literature on insulin and metrazol therapy in mental diseases with emphasis on the relation of the physiological changes to the overlying behavioral picture. They point out that, although the biochemical and physiological mechanisms involved in insulin shock and metrazol convulsion are essentially different, the behavioral modifications are similar; furthermore, theories previously advanced to account for this equivalence of behavior are suggestive but inadequate. They present a tentative Gestalt picture of the psychological changes resulting from shock therapy and suggest that two stages are involved: (1) a disintegration of the "out of step" behavioral field which is followed by (2) a regrowth of the mind. During the latter stage two opposing sets of forces determine the extent of the cure. The destruction of the behavioral environment is not quite complete and the old behavioral barrier may be reconstructed, and the nearness to complete ego disintegration forces the ego to form stabilizing relations with any developing behavioral object. The psychotherapeutic implication which follows this hypothesis is that the clinician should establish rapport during the early stages of the behavioral rearticulation.—*H. H. Nowlis* (Connecticut).

3802. *Lake, C. B.* The conditioned reflex treatment of alcoholism. *Welf. Bull. Ill. St. Dep. publ. Welf.*, 1943, 34, 2-3.—Although not a radical method, the conditioned reflex treatment is the most effective way of laying a foundation in the form of a temporary aversion to intoxicants and of starting the alcoholic on a rational program of sobriety and self-sufficiency. The treatment, which requires a 3-day hospitalization, consists of injections of an emetic

(not specified) followed by sedation. During convalescence massive doses of vitamin B are given and office consultations are continued for some time. The treatment succeeds only when the patient genuinely wants to recover.—*M. E. Morse* (Baltimore, Md.).

3803. *Levine, A.* Common neuropsychiatric problems encountered at a Naval Training Station. *Nav. med. Bull., Wash.*, 1943, 41, 777-789.—Nostalgia, mental deficiency, psychopathic states, enuresis, somnambulism, anxiety states, neurasthenia, hysteria, epilepsy, migraine, alcoholism, traumatic sequelae, psychoses, and malingering are discussed in regard to cases which have appeared at a Naval Training Station. Symptom complexes, the attempted adjustment to navy life, and suggested solutions are given. Most of these cases had been able to adjust to civilian life, but the symptoms became manifest with the strain of military training. Most important is the spotting and elimination of these men during recruiting or before they are sent to combat duty.—*G. W. Knox* (U. S. Naval Reserve).

3804. *Liber, B.* Hitler's mind. *Med. Rec., N. Y.*, 1943, 156, 414-416.—The author discusses briefly Hitler's activities, his utterances, and his failures, and he offers the conclusion that the closest diagnosis in this case is, in addition to a mental deficiency hidden by an apparent show of 'brilliance,' psychopathic personality characterized by paranoia, but no real insanity. Additionally, he declares that such mental trends as Hitler shows are communicable or contagious and that many Germans have become infected and have acquired a collective paranoia.—*M. H. Erickson* (Eloise Hospital).

3805. *London, L. S.* Sex and depersonalization. *Bol. Asoc. med. P. Rico*, 1943, 35, 171-179.

3806. *Maier, N. R. F.* Studies of abnormal behavior in the rat. XIV. Strain differences in the inheritance of susceptibility to convulsions. *J. comp. Psychol.*, 1943, 35, 327-335.—Comparison of two strains of rats for susceptibility to audiogenic seizures indicated that the tendency to abnormal reaction is more frequently encountered in one strain than in the other, and that the unstable strain transmitted the defect more readily than the stable strain. It was also shown that factors of individual reactivity influence the transmission of the trait. "It is concluded that the hereditary nature of the transmission of convulsive tendencies is complex in nature both because of this strain factor and because the inheritance in neither strain follows a simple Mendelian pattern." Other strain differences reported indicate that various functions contribute to the susceptibility to audiogenic convulsions. "It is, therefore, probable that the differences in convulsive susceptibility in rats cannot be reduced to a simple peripheral factor such as the sensation-level of hearing."—*L. I. O'Kelly* (U. S. Army).

3807. *Maier, N. R. F., & Wapner, S.* Studies of abnormal behavior in the rat. XIII. The effect of punishment for seizures on seizure-frequency during

auditory stimulation. *J. comp. Psychol.*, 1943, 35, 247-248.—"An attempt was made to determine whether anticipation of punishment for a seizure would serve to prevent seizures. Rats were trained, therefore, to run from an electrified grid to a shelter. After this training, the animal was exposed to auditory stimulation at the same time the grid was charged. Animals which used the shelter to protect them from shock had seizures, which forced them to the grid, and they had them about as frequently as under normal conditions. Apparently the seizure takes control of the animal regardless of anticipated consequences."—*L. I. O'Kelly* (U. S. Army).

3808. Marcuse, F. L., & Moore, A. U. Heart rate in the comatose state of audiogenic seizures. *J. exp. Psychol.*, 1943, 32, 518-521.—"Heart rate occurring in the comatose state of the audiogenic seizure was found to depend on both the severity of the seizure and the individual animal. The average heart rate decreased from a normal level of 467 beats per minute to 224 in the comatose state, and in individual cases decreases in rate to 50 beats per minute were recorded."—*M. J. Zigler* (Wellesley).

3809. Meyer, F. M. The psychology and treatment of alcohol addicts. *Brit. J. med. Psychol.*, 1943, 19, 381-387.—Addiction neurosis differs from other neuroses in degree only. The addict shows (1) an extremely strong self-destructive element, (2) an extraordinarily narcissistic glorification and expansion of the ego, and (3) an ever-increasing identification of himself with the world of illusion. The recommended treatment is in two steps: (1) a sleeping-cure, to reduce withdrawal symptoms; and (2) psychoanalytic psychotherapy. Complete abstinence is insisted upon in order to avoid relapse.—*E. R. Hilgard* (Office of War Information).

3810. Mirsky, I. A., Elgart, S., & Aring, C. D. Sonogenic convulsions in rats and mice. I. Control studies. *J. comp. Psychol.*, 1943, 35, 249-253.—The authors carried out repeated tests on male and female rats and mice for susceptibility to audiogenic seizures. The results of such testing for a period of 200 days, with sound stimulation presented every other day, are presented. A marked variability and unpredictability of convulsion in any given rat was noted. "The convulsive seizure in the rat or mouse which ensues as a consequence of its exposure to sound is not a constant response, but varies from time to time, and from animal to animal. Unless the factor of variability is recognized, an evaluation of the influence of experimental variables on the incidence of these seizures is not advisable."—*L. I. O'Kelly* (U. S. Army).

3811. Neves-Manta, —. As personalidades psicopáticas e sua compreensão psicanalítica. (Psychopathic personalities and their psychoanalytic interpretation.) *Impr. méd., Rio de J.*, 1941, 17, No. 336, 25-30.

3812. Petren, A. [Measures for preventing homosexual exhibitionism endangering society.] *Upsala Läk Foren. Förh.*, 1941, 46, 77-108.

3813. Raines, G. N., & Kolb, L. C. Combat fatigue and war neurosis. *Nav. med. Bull., Wash.*, 1943, 41, 923-936.—War neurosis is considered as involving "a stable personality prior to the appearance of the traumatically determined emotional disturbance" and "a combat experience of sufficient intensity to render it feasible as a precipitating agent." The following 4 factors are said to have appeared frequently during review of a large number of cases: (1) The patient entered combat without confidence in his leader. (2) The patient was insufficiently trained; he did not know his job or his ship as thoroughly as he should. (3) The patient entered combat surrounded by new shipmates, men who were comparative strangers to him and whose conduct under fire he had not had time to estimate. (4) The patient experienced the combat situation when he was suffering with marked physical fatigue.—*G. W. Knox* (U. S. Naval Reserve).

3814. Rey, A. L'examen psychologique dans les cas d'encéphalopathie traumatique. (Les problems.) (The psychological examination in cases of traumatic encephalopathy. Problems.) *Arch. Psychol., Genève*, 1941, 28, 215-285.—The main features of a psychological examination for trauma cases are that it (1) points out existing abnormalities and deficiencies, (2) provides a systematic search for suspected contradictions and inconsistencies, and (3) allows for the differential diagnosis of acquired deficiencies (as a result of the accident) and constitutional deficiencies (existing before the accident). The author lists the necessary conditions for adequately testing these three points. The tests for differentiating acquired and constitutional deficiencies are usually categorized on the basis of whether they are dependent on the memory of the subject. Some types of tasks for differentiating these two types of deficiencies are (1) the solution of rolled-up figures, (2) copying of complex figures, (3) reproduction from memory of complex figures, and (4) classification of figures and memory of their position.—*C. G. Mueller* (Brown).

3815. Richards, T. W. The appraisal of Naval psychiatric casualties by the Rorschach method. *Nav. med. Bull., Wash.*, 1943, 41, 788-799.—The Rorschach summary is compared with a case history for each of 14 cases of combat casualties. It was found that agreement between the two sets of data was high. The Rorschach is therefore valuable in that it generally agrees with the case history and takes about one hour to administer, score, and interpret, while the usual method of interview and observation requires several hours.—*G. W. Knox* (U. S. Naval Reserve).

3816. Robinson, G. C. The importance of social and emotional factors in medical practice. *Clinics*, 1942-43, 1, 842-850.

3817. Schuler, E. A., & Parenton, V. J. A recent epidemic of hysteria in a Louisiana high school. *J. soc. Psychol.*, 1943, 17, 221-235.—This is a description of an "epidemic" of hysterical motor manifestations appearing among students of a progressive southern school. The history of the

case is outlined, and etiological interpretations made. The factors of suggestion, escape, and attention-getting are emphasized.—*F. W. Finger* (Virginia).

3818. Stein, C. Neuropsychiatry in the United States Navy. *Nav. med. Bull., Wash.*, 1943, 41, 142-155.—A 5-minute neuropsychiatric examination is described in detail. This consists of a questionnaire given personally by the psychiatrist. It has been found both possible and expedient to obtain an adequate diagnostic picture of the mental and emotional assets and liabilities of a candidate in 5 min. by this technique, a task formerly requiring several hours. A study was made of the work efficiency of the examiner. While an examiner can give 40 examinations a day, it has been found more efficient for him to give 20 examinations during a half-day period, spending the other half day on other duties.—*G. W. Knox* (U. S. Naval Reserve).

3819. Stein, L. The scope of speech pathology. *Brit. J. med. Psychol.*, 1943, 19, 420-429.—The phases through which speech develops merge into each other but may be divided by certain conspicuous features into stages such as crying, babbling, meaningful utterance, articulate speech, linguistic babbling, and diction. The dissolution of speech includes aphasic disorders, stammering, dyslalia, lisping, disarthria, and rhinophonia. Each of these is given brief discussion.—*E. R. Hilgard* (Office of War Information).

3820. Stengel, E. Further studies on pathological wandering (fugues with the impulse to wander). *J. ment. Sci.*, 1943, 89, 224-241.—11 cases are reported in all of which there was a tendency to depressive reactions of the constitutional type. In one case there is reproduced, with interpretations, the diary of a girl who kept careful record of her experiences and feelings during a fully developed fugue with the impulse to wander. These experiences and feelings are related to other earlier excerpts from her diary.—*W. L. Wilkins* (U. S. Naval Reserve).

3821. Turner, C. C. The conditioned reflex in the treatment of alcoholism; case reports. *Memphis med. J.*, 1942, 17, 223-224.

3822. [Various.] Occupational therapy: a manual prepared by the Council on Physical Therapy of the American Medical Association; the Committee of the American Occupational Therapy Association and the Subcommittee on Physical Therapy; and the Committee on Information of the Division of Medical Sciences of the National Research Council. *War Med., Chicago*, 1943, 3, 512-531; 635-656; 4, 83-104.—This comprehensive discussion includes a section on occupational therapy for neuropsychiatric patients in military, general civilian and state hospitals, and in sheltered and open industry; also the organization of an occupational therapy section in an Army or Navy general hospital.—*M. E. Morse* (Baltimore, Md.).

3823. Ward, W. K. Stammering; a contribution to the study of its problems and treatment. *London: H. Hamilton*, 1942. Pp. 328.

3824. Wittman, P. Psychometric efficiency levels for psychotic and age classifications. *J. abnorm. soc. Psychol.*, 1943, 38, 335-350.—For the past three years, an initial psychometric examination has been routine at the Elgin State Hospital. The co-operation and motivational reaction of psychotic patients to the psychological test situation were definitely related to their test results. The schizophrenic and affective reaction types had poorer test reactions than did the other psychotic types. The non-psychotic individual usually is motivated by interest, self-pride, and the desire to do his best; he consequently rates near the upper end of the test reaction continuum. The psychotic patients have these factors in varying degrees, a fact which produces a wide range in co-operativeness. In general, the patient who does poorly on all the tests of efficiency and with comparably low test reactions is likely a functional case, while one who does poorly on all the tests of efficiency but with a definitely higher test reaction scores can be suspected of being a constitutional reaction type. An initial psychometric evaluation of mental efficiency seems vindicated.—*C. H. Johnson* (Portland, Ore.).

3825. Wolberg, L. R. The problem of self-esteem in psychotherapy. *N. Y. St. J. Med.*, 1943, 43, 1415-1419.

[See also abstracts 3668, 3669, 3670, 3671, 3672, 3746, 3749, 3767, 3836, 3848, 3861, 3903, 3926, 3981, 3983, 3996, 3997, 4007.]

PERSONALITY AND CHARACTER

3826. Andrews, T. G. A factorial analysis of responses to the comic as a study in personality. *J. gen. Psychol.*, 1943, 28, 209-224.—This study, which is part of a larger program, is an attempt to determine whether humor is a single unit quality of a general nature or whether it involves several differentiable qualities. The author's Sense-of-Humor Test was administered to 300 persons, and 24 items were chosen to be intercorrelated and factor analyzed. On the basis of a rotated factor matrix, no general or universal factor was found to be involved, though 6 relatively independent common factors were found. The author states that these factors become significant only when interpreted in terms of the study of personality and suggests that the test measures the unconscious determining tendencies in the individual personality. He further suggests that humor is a pleasant and subtle, but adequate, experimental approach to the emotional life and unconscious determining tendencies of the individual.—*H. H. Nowlis* (Connecticut).

3827. Barrett, T. M. Chronic alcoholism in veterans. *Quart. J. Stud. Alcohol*, 1943, 4, 68-78.—On the basis of a study of 100 selected cases from the Knoxville, Iowa, Veterans Hospital, a general picture of the personality of the average male chronic alcoholic in the middle-forties age group is drawn.—*W. L. Wilkins* (U. S. Naval Reserve).

3828. Britt, S. H., & Mensh, I. N. The identification of one's own handwriting. *J. crim. Law*

Criminol., 1943, 34, 50-60.—Four types of handwriting samples were obtained from college students who were later asked to select their own writing from a group of 91 specimens. 40% of the subjects made no error of identification. Correctness of identification increased with speed of choice and to some extent with confidence in judgment. The age group 17-19 was most inaccurate. Unique formation of letters and general appearance were the cues of identification most frequently mentioned by subjects.—L. M. Hanks, Jr. (Bennington).

3829. Frender, L. First report concerning handedness and personality of 51 boys residing at Edenwald School. *Occup. Ther.*, 1943, 22, No. 1, 16-23.—This is a report of an investigation made to determine the affect of handedness on the personalities of 51 boys coming from homes where pauperism and inadequate care were often prevalent. No significant findings are presented as only one aspect of the investigation is presented in this paper.—J. E. Zerga (War Manpower Commission).

3830. Hertz, M. R. Personality patterns in adolescence as portrayed by the Rorschach ink-blot method: III. The "Erlebnistypus" (a normative study). *J. gen. Psychol.*, 1943, 28, 225-276.—A review of the literature on *Erlebnistypus*, including Rorschach's development of the concept, available norms, age and sex differences, reliability and patterns, is presented as the background for a study of the characteristic personality trends, their variability, and possible age and sex differences in 76 children, 12-15 years old. A normative study of characteristic patterns and age and sex differences in terms of the numerical formulae representing the *Erlebnistypen* yields tentative norms for various patterns showing characteristic tendencies in pre-adolescent and adolescent boys and girls. *Erlebnistypen* patterns $M - \Sigma C$, $M - \Sigma C/M + \Sigma C$, and $M + \Sigma C$ are found most serviceable in estimating degree of introversion and extroversion and in differentiating sex and age groups. The personality of the 12- and 15-year-old child is discussed.—H. H. Nowles (Connecticut).

3831. Martin A. R. A study of parental attitudes and their influence upon personality development. *Education, Boston*, 1943, 63, 596-608.—See *Educ. Abstr.* 8: 824.

3832. Morello, A. Psicología del carácter. (Psychology of character.) *Rev. Educ., La Plata*, 1943, 84, 42-48.

3833. Pintner, R., & Forlano, G. Personality tests of partially sighted children. *J. appl. Psychol.*, 1943, 27, 283-287.—The Aspects of Personality Test and the Pupil Portrait Traits were administered to more than 400 grade school pupils in eight conservation classes. The two tests yield six scores: ascendance; extroversion; emotional stability; and school, home, and total adjustment. Comparison of these scores by the handicapped children with the norms for the tests and with scores obtained by 1,171 hard-of-hearing subjects leads to the following conclusions: "In spite of the slight differences we have pointed

out, the major emphasis of this study must be placed upon the similarities of, rather than the differences between, children with slight visual or auditory defects and children without such defects. The slight physical handicap does not seem to result in a distinct personality pattern or in an inability to feel satisfactorily adjusted. Personality traits, such as are measured by the tests we have used, vary in amount from child to child and from trait to trait among visually and auditorially handicapped children in the same manner as they do among so-called normal children."—G. R. Thornton (Purdue).

3834. Reyburn, H. A., & Taylor, J. G. Some factors of temperament: a re-examination. *Psychometrika*, 1943, 8, 91-104.—By application of the technique presented earlier (see 17: 2262), the factors found by the Guilfords in two studies of personality factors are re-analyzed. The rotation technique for the isolation of meaningful factors relates the factors of the two studies to each other through three common items, and to other factors and traits appearing in the literature of personality measurement. For each of four of the factors resulting from the analysis of the first battery there is close agreement with its counterpart from the analysis of the second battery with respect to loadings of the three common items. These factors are interpreted as perseverance, surgency, flexibility, and tension. Other factors appearing in only one or the other of the batteries are tentatively identified.—(Courtesy *Psychometrika*).

3835. Rokeach, M. Studies in beauty: I. The relationship between beauty in women, dominance, and security. *J. soc. Psychol.*, 1943, 17, 181-189.—144 women students were rated by each other and by 29 men for beauty, and were given Maslow's tests of dominance-feeling and of security. The reliability of the beauty ratings ranged from .73 to .86. A correlation of $.34 \pm .05$ was found between self-rating on beauty and average rating by women. Beauty scores correlated with dominance scores $.31 \pm .05$ (women raters) and $.45 \pm .08$ (men raters) and with security scores $.26 \pm .05$ (women raters) and $.55 \pm .07$ (men raters). Subjects obtained significantly higher beauty scores when rated by acquaintances than when rated by nonacquaintances.—F. W. Finger (Virginia).

3836. Rotman, D. B. A psychiatrist evaluates personality. *J. soc. Hyg.*, 1943, 29, 321.

3837. Spoerl, D. T. Bilinguality and emotional adjustment. *J. abnorm. soc. Psychol.*, 1943, 38, 37-57.—College freshmen raised in bilingual homes were equated in age, sex, and in some cases socioeconomic status with control students. Emotional adjustment differences were measured by: (1) college mortality, (2) interviews with the personnel office, (3) the Bell Adjustment Inventory, (4) the Allport-Vernon Study of Values, (5) the Bogardus Test of Social Distance, (6) a modified Kent-Rosanoff association test, and (7) the Morgan-Murray Thematic Apperception Test (modified). The results indicate consistently greater maladjustments among the

bilingual than among the control students. Detailed differences between the groups are presented.—*H. J. Leavitt* (Brown).

3838. Tager, B. N., & Shelton, E. K. **Personality changes in endocrine disorders; with a note on 'symptomatic hypoglycemia.'** *J. clin. Endocrin.*, 1943, 3, 239-242.—"Every medical case, and particularly every endocrine case, presents problems in personality mixed with the medical story. . . . The personality factors may be represented only as a side issue or they may become the major complaints obscuring the entire clinical picture. Concomitantly with clarification of the medical aspects of any clinical, and particularly, any endocrine problem, it is essential to visualize the personality or behavior pattern in the light of the medical information obtained. . . . A frequent functional mechanism affecting personality relations and one found with or without endocrine disease, is hypoglycemia. . . . There occurs a depression of the blood sugar level sufficient to interfere with the normal functions of the nervous system and to lead to a variety of distressing symptoms, such as apprehension, a feeling of insecurity, clouding of consciousness, loss of attention, aphasia, irritability, and fatigue. The higher cortical functions may at times be disturbed leading to temporary abnormalities in impulse, temperament, character, and intelligence." Four illustrative case histories are cited.—*C. K. Trueblood* (Cambridge, Mass.).

3839. Thomsen, A. **Expectation in relation to achievement and happiness.** *J. abnorm. soc. Psychol.*, 1943, 38, 58-73.—College freshmen in psychology courses were asked to present papers analyzing their vocational preferences and indicating their expected incomes 10 and 20 years after graduation. It was found that college students expect to receive a much higher income than there is any probability they will receive and that vocational information probably reduces the expectation of income. The relation between paranoia and unfulfilled expectation is discussed, and an interpretation of the Korzybski theory of happiness is offered.—*H. J. Leavitt* (Brown).

3840. Wilson, F. T. **Qualities which women college students hold important.** *J. soc. Psychol.*, 1943, 17, 295-305.—122 college women were asked to compile lists of recommended reading for children based on their own early childhood favorite books. From the reasons given for these recommended books, the author compiled an enumeration of the personal qualities apparently held important by college women.—*F. W. Finger* (Virginia).

[See also abstracts 3804, 3815, 3870, 3879, 3886, 3892, 3899, 3914, 3915, 3920, 3954, 3964, 3968, 3976, 3982, 3995, 3998, 4001.]

GENERAL SOCIAL PROCESSES

(Incl. Esthetics)

3841. Abrams, R. H. **Residential propinquity as a factor in marriage selection: fifty year trends in Philadelphia.** *Amer. sociol. Rev.*, 1943, 8, 288-294.

—The first 5,000 marriage licenses were studied during each of the following years: 1885, 1905, 1915, and 1931. The number of marriages between persons living within five blocks of each other was greatest in 1931. "Other trends within the city are not consistent. However, there seem to be practically no differences in the percentage of Philadelphians who chose mates outside the city, as between the years 1905, 1915, and 1931."—*S. E. Asch* (Brooklyn).

3842. Alexander, F. **Psychological warfare.** *Dis. nerv. Syst.*, 1943, 4, 223-224.

3843. Allee, W. C. **Where angels fear to tread; a contribution from general sociology to human ethics.** *Science*, 1943, 97, 517-525.—The author briefly reviews various opinions and some available evidence concerning the problem of altruistic versus egoistic behavior in animal life. His personal conclusion is that the co-operative or altruistic forces are the more important and vital. In the light of his belief he offers some suggestions regarding the social situation as it exists today in wartime and the scientist's obligation to society. He also offers suggestions concerning the kind of social action which should prevail after the war.—*F. A. Mole, Jr.* (Connecticut).

3844. Benedict, R. **Two patterns of Indian acculturation.** *Amer. Anthropol.*, 1943, 45, 207-212.—Why in the face of white contact did certain Indian cultures survive while others quickly died out? The explanation is offered that those cultures where peonage resulted had already been accustomed to paying tribute to an overlord, were not united to face an invader, and hence could adopt the whites as a new overlord. The cultures that did not survive were unaccustomed to peonage, united in opposition to the whites, and preferred to die fighting.—*L. M. Hanks, Jr.* (Bennington).

3845. Bergman, S. **Some methodological errors in the study of antisemitism.** *Jew. soc. Stud.*, 1943, 5, 43-60.—Acts, attitudes, and disabilities that Jews suffer are not anti-Semitism, but it is the reason for them that is anti-Semitic. It is absurd to grade the acts, attitudes, etc. and regard them as either milder or more virulent; one is merely grading violence. Other errors arise from (1) regarding immediate occasions as the primary causes, and (2) assuming an ideal anti-Semitism which is exploited under various circumstances (Nazism, Fascism), and (3) concluding that by removing the latter, one will cure the former. The author discusses the usual methods of establishing the existence of anti-Semitism and concludes that they are invalid. Another possible approach started now by social psychology is to compare this manifestation of anti-Semitism with other forms of group hatred. Various theories of anti-Semitism are discussed.—*C. G. Mueller* (Brown).

3846. Bossard, J. H. S. **Family table talk—an area for sociological study.** *Amer. sociol. Rev.*, 1943, 8, 295-301.—"Family table talk is an essential part of the process whereby the family inducts the child into the life of society. Three aspects of this process are emphasized. (1) The family meal is the family

at its ease, holding its members together and repeating many features of its life. (2) Family table talk is a form of family interaction, important in the development of personality traits. (3) The culture-transmitting function of the family operates with effectiveness during the family meal."—S. E. Asch (Brooklyn).

3847. Bowman, C. C. Evaluations and values consistent with the scientific study of society. *Amer. sociol. Rev.*, 1943, 8, 306-312.—The dichotomy between facts and values is questioned. Values may be studied by science as means to ends. Further, the means may in turn provide the basis for re-evaluating earlier ends. The outlook and ideals of science itself are based on definite ethical values. "The creed of ethical neutrality developed in a liberal culture, but contemporary attacks upon liberalism have led to a consciousness of the ethical basis of scientific endeavor."—S. E. Asch (Brooklyn).

3848. Brill, A. A. Some psychiatric aspects of abortion problems. *Med. Rec., N. Y.*, 1943, 156, 409-412.—Discussion is given of abortions as symptoms of cultural maladjustments, since nature forces reproduction and civilization for its own reasons attempts to stop or to regulate it. Since few persons can keep wholly in step with civilization, many are torn by conflicting forces: those leading to the wish to bear a child and those causing reluctance to meet civilization's demands in that regard. Hence, the problem of abortion remains unsolved. Clinical case material is cited to illustrate forms of cultural maladjustment.—M. H. Erickson (Eloise Hospital).

3849. Bucklew, J., Jr. An exploratory study in the psychology of speech reception. *J. exp. Psychol.*, 1943, 32, 473-494.—"This experiment was a preliminary investigation into some problems of speech reception. The first experiment was designed to determine the speed with which language refers individuals to the things spoken about. The second and third experiments compared two general language situations which are found in every day life in an attempt to determine the relative importance of the speech variable in each. . . . From the results of the second and third experiments it was concluded that the speech variable plays a more important rôle in remote reference than in concrete reference, since its distortion in the former case created a greater disruption of behavior. It is suggested that the two experimental situations used here are stages on a continuum ranging from those occasions where the nature of the speech variable itself is highly important, to those occasions where it can be dispensed with almost entirely. The nature and importance of speech reception depends upon the psychological situation in which it is received."—M. J. Zigler (Wellesley).

3850. Cantril, H. Identification with social and economic class. *J. abnorm. soc. Psychol.*, 1943, 38, 74-80.—A representative cross section of the national population classified themselves into social and economic groups in which they felt they belonged. The subjects were rated by the interviewers

for economic status, and the subjects themselves gave data on their actual incomes. Among the findings were the following: (1) The majority identify themselves socially and economically with the middle class. (2) There is no one-to-one correspondence between social and economic identification. (3) The lower income groups tend most of all toward a middle class social identification. (4) There is a tendency to regard one's social class as higher than one's economic class. (5) The disparity between social and economic identification increases up the social and down the income scale.—H. J. Leavitt (Brown).

3851. Carter, H. L. J., & Foley, L. What are young people asking about marriage? *J. appl. Psychol.*, 1943, 27, 275-282.—A group of 418 young people, mostly college students, 51% of whom were women, were asked to list several questions about marriage which they personally felt to be of real importance. The subjects ranged in age from 19 to 29, with a median of 21.4 years. The lists were unsigned, but subjects stated their age, sex, race, marital status, academic achievement, urban-rural status, church affiliation, and family income. Some data concerning the nature of the group are given. The 1,426 questions listed by all subjects were grouped into 63 basic types. These 63 questions are presented, with a measure of their frequency, under 6 categories: general, economic, children, religion, sex, health. Five tables present the percentage of questions in each of these categories for the following sub-groupings: men and women; under 21 and over 21; cities and rural areas (total group, men, and women).—G. R. Thornton (Purdue).

3852. Chandler, A. R., & Barnhart, E. N. A bibliography of psychological and experimental aesthetics, 1864-1937. *Man*, 1943, 43, 66.

3853. Chapin, F. S. Some problems in field interviews when using the control group technique in studies in the community. *Amer. sociol. Rev.*, 1943, 8, 63-68.—In evaluating social programs, such as the social effects of good housing, the most suitable method is that of selecting equivalent control and experimental groups. For practical reasons this method cannot as a rule be employed. More available is the method of selecting a control group to an already established experimental group. Difficulties involved in the latter procedure are: loss of cases due to mobility and refusal to participate; loss of cases as a larger number of factors is used in matching; and tendency of lost cases to belong to the extremes with regard to the effects studied. Repeated studies of similar groups are recommended.—S. E. Asch (Brooklyn).

3854. Child, I. L. The use of interview data in qualifying the individual's role in the group. *J. abnorm. soc. Psychol.*, 1943, 38, 305-318.—Treatment of the data obtained in a study of the reactions of individuals in an acculturating group has been employed as an illustration of several methodological points in the use of interviews. First, certain controls can be introduced to insure a considerable de-

gree of objectivity in the analysis of the data. Secondly, interview data can be used for the construction of quantitative scales comparable to those commonly derived from tests and questionnaires. Thirdly, the investigator's total evaluation of the individual subject, which is greatly facilitated by the use of the interview technique, allows the extraction of conclusions which would not have been arrived at if the data had been approached with a prime determination to employ only quantitative techniques of analysis. The scientific utilization of the investigator's total impressions of the individual subjects may be a prerequisite to the eventual erection and measurement of the most significant variables.—C. H. Johnson (Portland, Ore.).

3855. Child, I. L., & Doob, L. W. Factors determining national stereotypes. *J. soc. Psychol.*, 1943, 17, 203-219.—"A questionnaire on the traits of eight nationalities and on related variables was filled out by 104 college students in the spring of 1938 and by the same individuals in January of 1940. . . . When all the traits are considered together, it is found (a) that approved traits tend to be attributed to the citizens of preferred countries, regardless of whether these traits are attributed by the subjects to themselves; (b) that disapproved traits which the subjects do not believe to characterize themselves tend to be attributed to the people of non-preferred countries; (c) that disapproved traits which the subjects believe to characterize themselves show a slight tendency to be attributed to the people of preferred countries."—F. W. Finger (Virginia).

3856. Daniel, W. J. Higher order cooperative problem solving in rats. *J. comp. Psychol.*, 1943, 35, 297-305.—Rats were trained individually to obtain food and to escape shock by eating when a grid was not electrified and stepping on a platform when it was. The animals were then run in pairs with the experiment arranged so that when one animal was on the platform the other animal could eat without being shocked. "In this situation the rats learned to 'take turns' and to do this more and more in such a manner as to avoid shock, to decrease the shock, and to get fed adequately." When the shock was systematically reduced to the point of no shock at all, any co-operation that occurred was considered to be of a higher order. The results indicated that the rats' previous behavior was a good indicator of their later behavior in the more difficult situation. It was also noted that none of the rats co-operated in the situation where no shock was ever given. A relatively small number of shocks, however, would serve to keep co-operative behavior present.—L. I. O'Kelly (U. S. Army).

3857. Daughterty, D. H., Ellinwood, L., & Hill, R. S. [Eds.] A bibliography of periodical literature in musicology and allied fields. No. 2: October 1, 1939—September 30, 1940. Washington, D. C.: American Council of Learned Societies, 1943. Pp. xvi + 150. \$1.00.—No. 1 of this bibliography covered the period from October 1, 1938 to September 30, 1939. The present number continues with

but minor changes, e.g., graduate theses are no longer listed. 245 journals have been examined. The listings are divided into the following categories: individuals, history, pedagogy, ethnology, psychology, physics, music printing, and bibliography.—P. R. Farnsworth (Stanford).

3858. Devereux, G., & Loeb, E. M. Antagonistic acculturation. *Amer. sociol. Rev.*, 1943, 8, 133-147.—"Human societies are sometimes negatively influenced by their neighbors. They resist the adoption of the neighbor's goals through isolation, through adoption of the neighbor's means and techniques, the better to resist the adoption of his goals, and by evolving customs deliberately at variance with, or the opposite of, the neighbor's ways. Thus, while response to means and techniques may seem positive, response to goals and ends is frequently negative. The problem is analyzed both sociologically and psychologically."—S. E. Asch (Brooklyn).

3859. Doll, E. A. Measurement of social maturity applied to older people. *Train. Sch. Bull.*, 1943, 40, 69-77. Also *Publ. Hlth Rep., Wash.*, 1943, Suppl. No. 168, 138-146.—This preliminary investigation yields little more than orientation and method of approach. However, present and past social ages according to findings on the Vineland Social Maturity Scale are presented of 12 feeble-minded males over 50 years of age, and of 13 once normal males who were 65 to 80 years old. No appreciable changes in social age were noted among the feeble-minded from 25 to 70 years of age, but in the case of the 7 superior normals all but one showed increase in score between 25 and 50 years of age, with a mean social age increase of 2.6 years. The scale's items were satisfactory for scoring the feeble-minded but were not sufficiently refined for use with those of superior ability.—M. W. Kuensel (Children's Home, Cincinnati, O.).

3860. Ewing, T. N. The measurement of ideologies through symbol-endorsement. *J. abnorm. soc. Psychol.*, 1943, 38, 383-387.—This study is an attempt to indicate a technique for measuring the extent to which groups are in conflict with each other. The subjects were presented a list of 125 words, which included such items as CIO, Ford, Negro, Russia, Republican, and Worker, and requested to check those to which they were opposed and indicate those to which they were favorably inclined. For several of the items, the data were divided into two groups: those opposed and those favorably inclined. For each of these items, coefficients of correlation were prepared.—C. H. Johnson (Portland, Ore.).

3861. Galt, W. Our mother tongue: etymological implications of the social neurosis. *Psychoanal. Rev.*, 1943, 30, 241-262.—The author shows how the study of philology supports Burrow's concepts re human and social problems. According to Burrow, the primary wishes of man are not expressed in the wishes or desires of the individualized self "but are basically oriented in relation to the needs

and integrity of his biological group"; one desires a unity and oneness with the social group like that of infant and mother. In Western culture, a division has occurred between the symbolized portions of the person, his conscience, and this more basic motive. Since the conscience accepts as good that which gains social approval and social advantage for the individual, the interests of the individual have become separated from those of the group. This is reflected in the ambivalent meanings of many of our common words and in our increased use of words lacking direct objects and referents.—*L. B. Heathers (Smith)*.

3862. Gordon, A. I. Frustration and aggression among Jewish university students: a survey at the University of Minnesota. *Jew. soc. Stud.*, 1943, 5, 27-42.—The author concludes that the students examined may be regarded as generally well adjusted. They appeared to exhibit a marked degree of frustration in the matter of anti-Jewish prejudice. Although remarkably free from aggressive attitudes toward the Negro, subjects who have had frustrating anti-Jewish experiences exhibited more pronounced aggressive attitudes as a whole than did other students examined. Hebrew education neither decreased nor increased the degree of frustration. The attitude toward the Negro was least liberal in cases where personal experiences of a frustrating nature have been most numerous.—*C. G. Mueller (Brown)*.

3863. Greenberg, B. Social behavior of the western banded gecko, *Coleonyx variegatus* Baird. *Physiol. Zool.*, 1943, 16, 110-122.—The mating pattern of this animal is completely described, with an enumeration of the timed sequence of events in which each of many epidermal specializations plays a distinct part. Sex recognition seems to depend primarily upon behavioral cues. It is noted that absence of sex dimorphism of size and display has discouraged the development of fight, dominance, or territory in the female. Usually diurnal lizards in which dimorphism is present are noted for fighting females within the males' territory. Two opposing social forces are thought to regulate the social system of the banded gecko: dispersal, which during the mating season is characterized by fighting among the males; and aggregation, which is the factor in the male's initial courtship at close contact.—*R. L. Solomon (Brown)*.

3864. Harms, E. The development of humor. *J. abnorm. soc. Psychol.*, 1943, 38, 351-369.—Children express their desire for humor mainly in pictorial form. The three stages of juvenile pictorial humor are: the pleasure stage, the funniness or curiosity stage, and the comics or caricature stage. Adult humor expressible only in pictorial form is the same as that which constitutes early juvenile forms of humor. Comic and caricature qualities of our adult humor do not lend themselves to perfect verbal expression.—*C. H. Johnson (Portland, Ore.)*.

3865. Hart, H. Some methods for improving sociological definitions. *Amer. sociol. Rev.*, 1943, 8, 333-342.—This is an abridged report of an at-

tempt to reach adequate definitions of basic sociological concepts.—*S. E. Asch (Brooklyn)*.

3866. Hartshorne, E. Y. Undergraduate society and the college culture. *Amer. sociol. Rev.*, 1943, 8, 321-332.—The student community is a social system deserving investigation. Of greatest interest is the development of informal student-friend groups. These may be studied through the method of participant observation and supplemented by life-history documents, diaries, and letters. A comprehensive bibliography dealing with the sociology of college life is appended.—*S. E. Asch (Brooklyn)*.

3867. Heider, F., & Heider, G. M. Studies of preschool deaf children. *Volta Rev.*, 1943, 45, 261-267.—The authors summarize a series of observations made on groups of preschool deaf and normal hearing children, first during normal play activity and then in definite situations involving co-operative play. Results are analyzed in terms of the differences in the play activities of the two groups, the use of language and gestures during the play situations, and in comparisons of the co-operative play of pairs of deaf and pairs of normal hearing children. The importance of nursery school training for deaf children is emphasized, especially as regards the social adjustment.—*C. V. Hudgins (Clarke School)*.

3868. Henderson, D. E. V. Note on the influence of cultural background on the sorting of attitude statements. *Amer. sociol. Rev.*, 1943, 8, 216-218.—Sorting of the items of the MacCrone scale by 72 Southern students was compared with the sorting of 200 European students. The two sets of sortings were virtually identical. It is concluded that the attitudes of judges has no effect on their sorting of attitude items.—*S. E. Asch (Brooklyn)*.

3869. Hulett, J. E., Jr. The social role of the Mormon polygamous male. *Amer. sociol. Rev.*, 1943, 8, 279-287.—Factors disturbing the ego-security of the Mormon polygamous male in the family group are discussed. These impeding factors were largely due to the fact that his own behavior and his expectations of others' behavior were in many ways conditioned by the monogamous patterns of the larger American society, from which the Mormon group had only recently departed. Feelings of guilt and insecurity frequently resulted.—*S. E. Asch (Brooklyn)*.

3870. Ichheiser, G. Structure and dynamics of interpersonal relations. *Amer. sociol. Rev.*, 1943, 8, 302-305.—"The image which a person holds regarding another may be the result, or it may be rather the cause, of his attitude toward the other. False images often come from genuine illusions, errors of judgment, of social defamation, and are not always 'rationalizations' of pre-existing love or hostility. Interpersonal misunderstandings do not automatically correct themselves but may become chronic and reciprocal, the persons adjusting their behavior in various ways to the false images. The current emphasis on rationalization tends to overlook these processes."—*S. E. Asch (Brooklyn)*.

3871. Isaac-Edersheim, E. *Messias, Golem, Ahasver: drei mythische Gestalten des Judentums. III. Der ewige Jude.* (Messiah, Golem and Ahasver: 3 mythical figures of Judaism. III. The wandering Jew.) *Int. Z. Psychoanal. Imago*, 1941, 26, 286-315. —Variations of this myth circulated for centuries in both pagan and Christian lands. The Reformation first connected it with Judaism and the doctrine of predestination. Its main themes are an unconquerable supernatural figure, inspiring a mixture of hate, respect and repressed love; an unnamed crime; and eternal life on earth as punishment. Represented in it are the story of Cain, brother-son-father antagonism, overcoming the older generation (gods or men) by the younger, and the specific connotations Jahweh-Jesus and Jesus-Ahasver. Even after the revolution of Christianity, the Old-Testament Father-God still remained the Highest; hence the ambivalence and projection of hate on the vague, mysterious, and secretly fascinating Ahasver. The Reformation anchored the heightened feelings of doubt, aggression, and guilt. Therefore, in Ahasver wanders the ejected Father-God, symbol of the conflict of generations, and Cain, condemned to eternal wandering by the tabu against touching the murderer.—*M. E. Morse* (Baltimore, Md.).

3872. Janis, I. L., & Fadner, R. H. A coefficient of imbalance for content analysis. *Psychometrika*, 1943, 8, 105-119.—This article presents a coefficient of imbalance applicable to any type of communication that may be classified into favorable content, unfavorable content, neutral content, and non-relevant content and the average presentation of total content is reduced to two components, the coefficients of favorable imbalance and of unfavorable imbalance. A precise definition of imbalance is developed and measured against ten criteria.—(Courtesy *Psychometrika*).

3873. Johnson, C. S., & others. Education and the cultural process. *Amer. J. Sociol.*, 1943, 48, 629-764.—The papers here presented were prepared for a seminar at Fisk University concerned with examining the method for the transmission and diffusion of an existing cultural tradition within a society like that in the United States, composed of divergent cultural and racial stocks. Fifteen sociologists and anthropologists consider the process and problems of education by contrasting "education without schools," i.e., in a context which is not rationalized, with rationalized, institutionalized systems, which Johnson says might almost be referred to as "schools without education." Education is considered both as the transmission of culture from one generation to the next and as the diffusion of cultural elements among divergent groups within a society.—*D. L. Glick* (Arlington, Va.).

3874. Kluckhohn, C. Covert culture and administrative problems; with discussion by E. A. Hoebel. *Amer. Anthropol.*, 1943, 45, 213-229.—In addition to overt behavior, culture contains certain configurations or patterns which are usually unconscious and which give culture coherence. Administrators of

groups with foreign culture could do much if they were aware of these configurations; e.g., Navahos do not feel guilty over undetected transgressions of regulations, so that measures utilizing guilt as an incentive are ineffective. Hoebel raises the question of method for determining the content of covert culture. In addition to psychological techniques, feel for what is congruous and fitting within a given culture is recommended.—*L. M. Hanks, Jr.* (Bennington).

3875. Krugman, H. E. Affective response to music as a function of familiarity. *J. abnorm. soc. Psychol.*, 1943, 38, 388-392.—Recordings of classical and of swing music, so chosen as to have initially very slight affective value, were played once a week for 8 weeks to 7 subjects. Shifts in the direction of greater pleasantness preponderated over those in the direction of unpleasantness. This was true both of classical and of swing music. A questionnaire on music preferences given before and after the experiment supported the tentative conclusion that positive affective shift can be produced by sheer repetition of musical experience, regardless of the classical or nonclassical character of the music.—*C. H. Johnson* (Portland, Ore.).

3876. Linton, R. Nativistic movements; with discussion by A. I. Hallowell. *Amer. Anthropol.*, 1943, 45, 230-240.—Nativistic movements are organized attempts to perpetuate selected aspects of a culture. This may be accomplished by reviving or perpetuating a given cultural element by rational or magical means. From this classification four types of nativistic movement arise dependent on the emphasis on revival or perpetuation, on magical or rational means. These movements occur in the presence of cultural contact where one group may dominate or be dominated by the other and where one group feels superior or inferior to the other. The dominant superior group tends toward a rational-perpetuative type of nativism, while the dominated inferior group tends toward magical perpetuative or magical revivalistic types of nativism.—*L. M. Hanks, Jr.* (Bennington).

3877. Maddox, A. Some psychophysical aspects of the race problem. *Psychoanal. Rev.*, 1943, 30, 325-329.—In spite of the fact that there is no biological or psychological basis for the idea that the Negro is innately inferior to the white, this prejudice persists because the white continues to think of the Negro as a slave and a social inferior. The Negro problem will remain so long as it is psychologically convenient for the whites to have it so.—*L. B. Heathers* (Smith).

3878. Marks, E. S. Skin color judgments of Negro college students. *J. abnorm. soc. Psychol.*, 1943, 38, 370-376.—The subjects judged most attractive seem to be those who are lighter than the average but not at the extreme light end of the skin color continuum. There is a tendency to displace the ratings of subjects considered attractive in the direction of the preferred skin color, the reference scale being dependent upon the rater's own skin

color. Persons lighter than the rater are judged as light and those darker than the rater as dark, thus giving a negative correlation between the color of the rater and the rating assigned to a given subject. It is suggested that the correlation between the rater's skin color and his ratings of a given subject may reflect a tendency of individuals to seek a position of neutral emotional content. In seeking to be average, the individual displaces his perception of other persons so that his own color becomes the central point of his rating scale.—*C. H. Johnson* (Portland, Ore.).

3879. Marsh, C. J. The prognostic value of the Washburne Social Adjustment Inventory. *J. soc. Psychol.*, 1943, 17, 287-294.—The responses of 100 "successful" and 100 "unsuccessful" first-year college women on the Washburne Inventory were studied. Neither total adjustment scores nor subtest scores were reliably different for the 2 groups, but 14 individual items yielded reliable differences. It may be that such a group of items will prove to have real prognostic value.—*F. W. Finger* (Virginia).

3880. May, M. A. A social psychology of war and peace. New Haven: Yale University Press, 1943. Pp. vii + 284. \$2.75.—Chapter 1 surveys the instinctive, evolutionary, social, economic, and political explanations of war, all of which are rejected for the thesis that war is a learned response and that man can learn to be peaceful as easily as he can learn to be warlike. Following chapters review the arguments for the social learning of when, how, and whom to fight. Motives and rewards explain how individuals learn to respond with direct or indirect aggression when frustrated. Social restrictions result in much hatred, conscious or unconscious, with few approved outlets. Choosing a course of action depends upon how one has learned to escape, to overcome fear, to love and defend one's group, and to follow leaders and work with the group. Aggressive and defensive social movements are favored by quite different conditions. The author concludes that there can be no permanent peace until peoples share loyalties and interests and are represented in one government, a condition which will not be rapidly achieved.—*C. M. Harsh* (Nebraska).

3881. McCurdy, H. G. Some remarks on the place of the individual in social psychology. *Psychol. Rev.*, 1943, 50, 408-414.—Critical questions are raised concerning the views of Bertocci on motivational theory. While admitting that the central topic in such a discussion is the individual, the author advises caution on inferences about the role of the ego in such theorizing.—*M. A. Tinker* (Minnesota).

3882. Mead, M. Anthropological approach to dietary problems. *Trans. N. Y. Acad. Sci.*, 1943, 5, 177-182.—The anthropologist is being called upon to assist in the necessary dietary changes accompanying the war. From this description of the relationship of dietary habits to other behavior aspects, some estimate may be made of the impact resulting from a particular change in food patterns.—*F. W. Finger* (Virginia).

3883. Meenes, M. A comparison of racial stereotypes of 1935 and 1942. *J. soc. Psychol.*, 1943, 17, 327-336.—One group of 160 Negro students were asked in 1935 to describe 10 races; another group of 90 were given the same task in 1942. The principal changes referred to the stereotype of the Germans (more revengeful, cruel, treacherous), the Japanese (less favorable), and the Chinese (more favorable).—*F. W. Finger* (Virginia).

3884. Polero, J. J. Las fuerzas morales; deducción de principios morales y espirituales. (Moral forces; deductions from moral and spiritual principles.) *Rev. Milit. B. Aires*, 1942, 42, 5-12.

3885. Pollak, O. Conservatism in later maturity and old age. *Amer. sociol. Rev.*, 1943, 8, 175-179.—Results of market research and public opinion studies dealing with reactions to innovations were examined. The contents of the questions varied from changes in the merchandising of commercial products to changes in social organization. Population samples ranged from 200 to 4,600. The reactions of those above and below 40 years of age were compared. The trend is toward greater conservatism in the older groups, but the differences are small; and where the majority of the old rejects a change, the majority of the young agreed.—*S. E. Asch* (Brooklyn).

3886. Powdermaker, H. The channeling of Negro aggression by the cultural process. *Amer. J. Sociol.*, 1943, 48, 750-758.—The Negro's resentment caused by the deprivations imposed on him by our society may be channeled in different ways, the particular form depending largely on cultural factors. The hypothesis is that over-aggression represents only a small part of the Negro's hostility. Behind the loyalty of the faithful slave and behind the meekness of the deferential, humble, freed Negro may lie concealed aggression and hostility. This hypothesis is arrived at through a functional comparison of the psychoanalytical analysis of the dependency situation of the child with that of the slave, and the psychoanalytical analysis of the problem of masochism with that of the meek, free Negro. There is no structural similarity in either comparison, but the functional comparison offers a clue to understanding the strength of the concealed hostility behind these roles and the compensations they offer. The meek, deferential role is diminishing in frequency because the cultural and psychological compensations are gradually disappearing.—*D. L. Glick* (Arlington, Va.).

3887. Proshansky, H. M. A projective method for the study of attitudes. *J. abnorm. soc. Psychol.*, 1943, 38, 393-395.—There is preliminary evidence from the experiment conducted that the perception and interpretation of a group of selected pictures serve adequately for group purposes as indicators of the attitudes found in the Newcomb scale.—*C. H. Johnson* (Portland, Ore.).

3888. Rashevsky, N. Contribution to the mathematical theory of human relations: VI. Periodic fluctuations in the behavior of social groups. *Psy-*

chometrika, 1943, 8, 81-85.—A case of interaction between two groups of "active" and one group of "passive" individuals, in which the efforts of the influencing active groups decrease with increasing total success in the past, is studied. In that case the numbers of passive individuals, exhibiting respectively the two opposite behaviors, fluctuate periodically, with a positive damping.—(Courtesy *Psychometrika*).

3889. Rashevsky, N. Contributions to the theory of human relations: VII. Outline of a mathematical theory of the sizes of cities. *Psychometrika*, 1943, 8, 87-90.—In generalization of a previous study, a mathematical approach to the theory of the average size of cities as well as of the distribution of city sizes is outlined.—(Courtesy *Psychometrika*).

3890. Sanford, F. H., & Holt, R. R. Psychological determinants of morale. *J. abnorm. soc. Psychol.*, 1943, 38, 93-95.—From "such empirical studies of morale as are at present available," an outline of morale-determinants is presented. Under foundations the chief headings are (1) physical health, (2) mental health, (3) economic health, and (4) sound family and religious values. Under war attitudes are listed (1) something to fight for, (2) something to do, (3) realistic knowledge, (4) confidence in leaders, (5) togetherness, (6) reasonable faith in ultimate victory, (7) reasonable fear of possible defeat, and (8) hostility toward enemy.—H. J. Leavitt (Brown).

3891. Sargent, S. S. Attitudes toward the war and peace in a midwestern agricultural county. *J. soc. Psychol.*, 1943, 17, 337-345.—"A poll of attitudes toward the war and peace, conducted in a midwestern agricultural county, revealed generally high morale in terms of expectation of victory and willingness to make sacrifices, despite the expectation of many unfortunate post-war conditions. Considerable difference of opinion was expressed about such matters as clarity of our war aims and quality of news reports received. Underlying attitudes toward our allies seemed generally favorable, with certain reservations. Though it was believed that brutal atrocities have been committed by enemy soldiers, there was a decided lack of animosity toward the peoples of enemy countries. The respondents were not hopeful of a lasting peace after the war; however, three-quarters of them favored participation by the United States in some kind of world league of nations."—F. W. Finger (Virginia).

3892. Sewell, W. H., & Amend, E. E. The influence of size of home community on attitudes and personality traits. *Amer. sociol. Rev.*, 1943, 8, 180-184.—The Minnesota Scale for the Survey of Opinion was administered to a group of freshman women who were subdivided according to residence on farm, in village, town, or city. There was very little difference between the groups. Interpretations of the results are discussed.—S. E. Asch (Brooklyn).

3893. Shoemaker, F. Aesthetic experience and the humanities: modern ideas of aesthetic experience in the reading of world literature. New York:

Columbia University Press, 1943. Pp. xviii + 339. \$3.50.

3894. Thorndike, E. L. The origin of language. *Science*, 1943, 98, 1-6.—After briefly reviewing several current theories of language origin, the author proposes his own "babble-luck" theory. Several assumptions are made: that a group live together reasonably continuously, that they have common environmental objects, that they make many hand movements, that they prattle, etc. A person in such a group could have a memory image or idea of persons, objects, and acts. If a certain sound became connected with experiencing a certain object or act and having an idea of that object or act, he would have a language. The probability that such connections would be made by an intelligent individual is believed to be high. Hearing such a person make specific sounds in connection with specific acts or events and the existence of co-operative behavior are brought forward as plausible reasons for the use of such a language by others. At this point there is the possibility of two-way communication. The survival value of such an acquisition would tend to perpetuate its use.—F. A. Mote, Jr. (Connecticut).

3895. Trachtenberg, J. The devil and the Jews; the medieval conception of the Jew and its relation to modern antisemitism. New Haven: Yale University Press, 1943. Pp. xiv + 279. \$3.50.—The relation of the medieval conception of the Jew to modern anti-Semitism is discussed in the introduction where the author states that economic and social frictions, propaganda, need for a scapegoat, and imperfections of the Jews themselves are but the immediate stimuli of present-day Jew hatred, while the ultimate source is the medieval conception of the Jew which still lies "buried deep in the mass subconscious." "Medieval Christendom was so firmly convinced of the incontestable truth of its own tradition and teaching that it could conceive of no rival truth." If the psychology of the Jews was contrary to all human experience in the culture of the time, then the Jew was not human. He was the devil's creature, a sorcerer, murderer, cannibal, poisoner, and blasphemer. The 15 chapters of the book present documentation for the existence of such beliefs. The chapters are grouped into 3 parts: the demonic Jew, the Jew as sorcerer, and the Jew as heretic. The book is concluded with 35 pages of annotations and a bibliography of some 250 historical references.—H. L. Ansbacher (U. S. Office of War Information).

3896. Wallen, R. Individuals' estimates of group opinion. *J. soc. Psychol.*, 1943, 17, 269-274.—In a small closely-knit college community where a high degree of social interaction would be expected to favor accurate estimates of group opinion, considerable variability in estimates on 3 questions was found among the 237 college women queried. Subject matter dealt with possibility of war with Germany, the Selective Service Act, and the St. Lawrence seaway project. Further examination

revealed that the errors tended to be in the same direction as the estimator's own opinion.—*F. W. Finger* (Virginia).

3897. **White, J. S. Taine on race and genius.** *Social Res.*, 1943, 10, 76-99.—This is a discussion of Taine's views on genius and its relation to racial background, etc. The author gives the historical background from which Taine's views came. Taine believed in the national root of every art and saw in genius a natural force; yet he believed in the determination of every work of art by its time, art being the mirror of a certain society. The problem of genius became a question of civilization versus nature. Great genius differs from great talent in that racial traits are more predominant in the former. The genius is at the same time product and factor: he is a product since he himself and his work bear the stamp of a certain time; he is a factor since he brings to his time the unchanging qualities of the race, which alone can give to a work its value and permanence. Every man bears the stamp of the time in which he lives; only the genius bears, in addition, the stamp of race. Taine's views on the talents of the Germanic and Latin nations and his pessimism are discussed.—*C. G. Mueller* (Brown).

[See also abstracts 3636, 3670, 3777, 3780, 3781, 3791, 3800, 3816, 3817, 3819, 3835, 3908, 3921, 3936, 3943, 3988, 3992, 3993.]

CRIME AND DELINQUENCY

3898. **Akers, E. R. Classification in the state prison.** *J. crim. Law Criminol.*, 1943, 34, 16-25.—The Michigan classificatory procedure allows a month for assembling medical, psychological, and social data on newly admitted inmates. After a meeting of the classification committee, which is attended by the inmate in question and at which he has the opportunity to present his personal desires, the inmate is transferred at the recommendation of the committee to an institution (with the requisite degree of security) where he may obtain work of a recommended type. In addition, the committee advises inmates on personal problems and furnishes progress reports for courts or the parole board.—*L. M. Hanks, Jr.* (Bennington).

3899. **Boynton, P. L., & Walsworth, B. M. Emotionality test scores of delinquent and nondelinquent girls.** *J. abnorm. soc. Psychol.*, 1943, 38, 87-92.—47 delinquent girls and 50 normal girls 16 and 17 years old were given the following: (1) Pressey X-O, Form B, (2) BPC Personal Inventory, (3) Rogers Test of Personality Adjustment, (4) Bernreuter Personality Inventory, (5) Mallen Character Sketches, and (6) Rorschach Ink Blot Test. Overall, there was "an amazing lack of difference, on the average, between the two groups." Only the Rogers P shows a critical ratio of 3.00. A large percentage of the delinquents show scores as good as or better than the normals on most of the tests. The authors conclude that the tests, "in the main, do not provide empirical evidence of sufficient validity to justify one in putting a great deal of faith in them in indi-

vidual and group diagnosis." Among the other conclusions are: (1) delinquent behavior is not necessarily associated with personality aberrations; (2) most of the tests are almost disparate in their measurements; and (3) the Rorschach is of little use in differentiating the two groups.—*H. J. Leavitt* (Brown).

3900. **Bruce, G. M. Simple methods for the detection of ocular malingering.** *Nav. med. Bull., Wash.*, 1943, 41, 755-757.—When a malingerer assumes to be completely blind, the pupillary reflex should be tested. If near blindness is assumed, he should be instructed to hold his hand before him and look in the direction of the hand. The near-blind person will fixate the hand, while a malingerer will generally look about as if he were attempting to locate the hand. When one eye is assumed to be blind or near blind, prisms should be used, in which case two images will be visible to the subject without his knowing which image is seen by the right eye and which image is seen by the left eye.—*G. W. Knox* (U. S. Naval Reserve).

3901. **Cadbury, G. C. Young offenders, yesterday and today.** London: Allen and Unwin, 1938. Pp. ix + 149. 3s. 6d.—[Abstracted review; original not seen.] The changing patterns of delinquency and methods of dealing with them are discussed in this historical survey of young law-breakers, which covers the period from Saxon days to the present time. It emphasizes the view that the youthful delinquent does not differ greatly in personal qualities from the nondelinquent and that the chief cause of serious difficulties lies in the home. Numerous illustrative case studies are cited.—*R. C. Strassburger* (St. Joseph's College for Women).

3902. **Doshay, L. J. The boy sex offender and his later career.** New York: Grune & Stratton, 1943. Pp. xi + 206. \$3.50.—Stressing the lack in the literature of adequate studies of juvenile sex delinquency, the author presents his findings on the significance of early sex offenses on later life behavior in a follow-up study covering 6 to 12 years on a group of 256 juvenile, not feeble-minded, male sex offenders treated at the New York City Children's Court clinics. These delinquents were divided into 2 groups, those with a record of sex offenses only, totaling 108, and those with a known record of other types of delinquencies, totaling 148. The study covers (1) the background of the sex delinquent, as shown by family, home and community factors, and factors in parental personalities; (2) the personality of the sex delinquent, as shown by inherent traits, disorders of body, mind, temperament and behavior, and by types of juvenile offenses; and (3) the outcomes, as shown by adult sexual failures, adult general failures, and adult successes. The final part of the book is devoted to conclusions, prediction, treatment, and prevention. The central finding is that, of the 108 primary sexual offenders, no single instance of a known sex violation in adult life occurred but in the mixed group of offenders there was a continuance of sexual and other offenses.—*M. H. Erickson* (Eloise Hospital).

3903. Gitelson, M. Psychiatric aspects of the function of the juvenile court. *Social Serv. Rev.*, 1943, 17, 8-11.—A serious attempt to deal with the individual delinquent requires a juvenile court which is a social agency, with reconstruction as its primary function, staffed by a group of competent experts, with a psychiatrist as chairman. The author describes the possible operation and procedures of such an agency.—G. S. Speer (Central YMCA College).
3904. Hart, H. H., Jenkins, R. L., Axelrad, S., & Sperling, P. I. Multiple factor analysis of traits of delinquent boys. *J. soc. Psychol.*, 1943, 17, 191-201.—Multiple factor analysis was made of 25 significant traits of 300 male delinquents. Six factors were determined: temper-assault, reflected in emotional instability and emotional outbursts; general compensatory behavior, reflected in bravado, over-aggressiveness, and attention-getting behavior; aggressiveness, reflected in sustained dominance and aggressive attitudes; leadership; street gang activity, reflected in gang activity and truancy; and group stealing, reflected in co-operative and aggressive stealing.—F. W. Finger (Virginia).
3905. Hentig, H. v. The pickpocket: psychology, tactics and technique. *J. crim. Law Criminol.*, 1943, 34, 11-15.—The article describes how the pickpocket overcomes suspicion and trains himself in manual dexterity. Age, sex, and race characteristics are described.—L. M. Hanks, Jr. (Bennington).
3906. Hentig, H. v. The criminality of the colored woman. *Univ. Colo. Stud. soc. Sci.*, 1942, 1, 231-260.—The following factors are used to account for the relatively higher delinquency rate of Negro as compared with white females: more Negroes in the age zone which contains high crime frequency; less stability of residence; unequal sex ratio leading to less stable family conditions; greater susceptibility to organic and mental disease; more broken marriages; disappearance of many types of jobs enabling them to become economically self-sufficient; and the unfavorable attitudes toward Negroes of many law-enforcing agencies.—L. M. Hanks, Jr. (Bennington).
3907. Hobbs, A. H. Criminality in Philadelphia: 1790-1810 compared with 1937. *Amer. sociol. Rev.*, 1943, 8, 198-202.—Records of criminal cases in Philadelphia during the period of 1701-1800 were compared with records for the year 1937. "This comparison . . . lends no support to the hypothesis that the total amount of criminality has increased with the increased complexity of living, that cultural conflicts of the modern large city produce crime, or that the high contemporary crime rates in the United States are a product of our economically competitive society."—S. E. Asch (Brooklyn).
3908. Hobbs, A. H. Relationship between criminality and economic conditions. *J. crim. Law Criminol.*, 1943, 34, 5-10.—Low positive and negative correlations are found between the number of cases tried in Philadelphia courts during the two decades between 1791 and 1810 and wholesale price indices. Even after segregating the larceny offenses and using them as the measure of crime, no significant correlation between crime and economic conditions appeared.—L. M. Hanks, Jr. (Bennington).
3909. Kahn, S. Malingering in the Army. *Med. Rec.*, N. Y., 1943, 156, 416-418.—A general discussion, with case material cited, is offered of attempted malingering by selectees and others in the United States Army during 1941 and 1942.—M. H. Erickson (Eloise Hospital).
3910. Mansfield, W. W. Disguise in handwriting. *Med.-leg. crim. Rev.*, 1943, March, 23-29.
3911. Pedrero, A. Breve estudio sobre la delincuencia en Xochimilco. (Brief study of delinquency in Xochimilco.) *Rev. mex. Sociol.*, 1943, 5, 73-88.—Although the community of Xochimilco is part of the Federal District and thus proximate to the capital, its crime record is extraordinarily high. The principal offenses are assault and homicide, obbery, and sex crimes. These are related to the widespread alcoholism, differential economic level (rather than actual poverty), and various ethnic and cultural factors. The region is being subjected to special sociological study.—H. D. Spoerl (American International College).
3912. Riemer, S. Teoría y análisis cuantitativos en las investigaciones criminológicas. (Theory and quantitative analysis in criminal research.) *Rev. mex. Sociol.*, 1943, 5, 119-132.—Translation. See 16: 4958.
3913. Sacks, J. G. Troublemaking in prison: a study of resistant behavior as an administrative problem in a medium security penal institution. Washington, D. C.: Dissertation, Catholic University of America, 1942. Pp. 168.
3914. Silverman, D. Clinical and electroencephalographic studies on criminal psychopaths. *Arch. Neurol. Psychiat.*, Chicago, 1943, 50, 18-33.—The author reports EEG and clinical studies of 75 criminal psychopaths. The EEG studies "revealed 80 per cent abnormal or borderline abnormal tracings. Survey of the psychopaths' developmental history showed that 80 per cent had psychologically unhealthy factors in childhood. From the available data the following conclusion seems warranted: Psychopathic personality is a mental illness resulting from inborn or early acquired cerebral dysfunction and disturbed parent-child relations." 43 references.—C. K. Trueblood (Cambridge, Mass.).
3915. Torrance, K. The Rorschach method in a correctional institution. *Ment. Hlth Bull. Ill. Soc. ment. Hyg.*, 1943, 21, 14-16.
3916. Turner, C. C. Juvenile delinquency. *Memphis med. J.*, 1943, 18, 98-102.

[See also abstracts 3996, 4003.]

INDUSTRIAL AND PERSONNEL PROBLEMS

3917. Adjutant General's Office. Personnel research in the Army. VI. The selection of truck drivers. *Psychol. Bull.*, 1943, 40, 499-508.—The

criterion for selection of drivers in the Army has been a road test of driving skill. Under optimal conditions its reliability is fair; under more usual conditions it may be low. Predictors used have been the road test itself, multiple choice tests of driver information and experience, and various tests of visual sensori-motor functions. The road test is not practicable, since it is an individual test expensive in time and equipment. The Driver Information Test and the Driver Experience Inventory have the advantages of group tests. They show promise but complete data are not available. The psychophysical tests have been low in reliability and disappointing in validity.—*F. McKinney* (Missouri).

3918. [Anon.] **Psychology for the fighting man: heat, cold, oxygen and stimulants.** *Infantry J.*, 1943, 53, No. 1, 44-47.—This article is the seventh in a series (see 17: 1301; 1683; 2117; 2441; 3219; 3534). Examples of psychological impairment at different altitudes when a pilot has no additional oxygen supply are cited. Effects of alcohol are described, and practical advice is given on how to know safe limits. Use of tobacco, coffee, tea, and benzedrine sulfate is discussed.—*N. R. Bartlett* (U. S. Naval Reserve).

3919. [Anon.] **La psicotecnica aplicada a las selecciones militares.** (Psychotechnics applied to military classifications.) *Psicotecnica*, 1942, 3, 621-629.—The psychological side of general classification in various national armies since 1917 is described and progress reviewed. The present need is for psychotechnical aid in classifying the numerous specialized branches of service and in selecting officer candidate material. Characterological considerations need as much stress as aptitudes. Organization of examining units to include psychologists is discussed.—*H. D. Spoerl* (American International College).

3920. Baumgarten-Tramer, F. **El problema de las pruebas caracterológicas.** (The problem of characterological tests.) *Psicotecnica*, 1942, 3, 583-595.—Procedures of psychotechnical selection are still restricted by a lack of suitable techniques for investigating emotional and characterological factors. A broad beginning may be made by using measures of interest, inclination, etc., as related to the organization of character. Devices developed by M. Tramer and the author are described and discussed.—*H. D. Spoerl* (American International College).

3921. Blankenship, A. B. **Consumer and opinion research: the questionnaire technique.** New York: Harper, 1943. Pp. x + 238. \$3.00.—The author has written the present volume both for the layman interested in questionnaire surveys and for the student. It is essentially a review and analysis of methods employed in collecting data, assembling and testing the questionnaire, determining the sample size, interviewing, and summarizing results. The concluding chapter discusses common criticisms of surveys, their technique and effects on the social system.—*J. H. Blake* (N. W. Ayer & Son, Inc.).

3922. Delucchi, J. R. **Psychological factors in the training of airplane pilots.** *J. Aviat. Med.*, 1943, 14, 84-87.—The fundamental psychological functions of the airplane pilot are: powers of attention, rapidity of perception, judgment, psychomotor reactionability, ability to calculate distances, perception of depth, memory, emotional response and control, and integrated physical and mental coordination. It is believed that those common sports which require these functions should be utilized in the psychological training of pilots, such as tennis, squash, golf, table tennis, basketball, croquet, and swimming. Football, rugby, soccer, hockey, and polo are not advised because of the dangers of traumatism. Bridge, poker, billiards, and chess are considered satisfactory forms of amusement.—*C. Pfaffman* (U. S. Naval Reserve).

3923. Franzen, R., & Brimhall, D. R. **Problems of consistency arising from CAA medical examinations.** *Rep. Div. Res. civ. Aeronaut. Adm.*, 1942, No. 1. Pp. 20.—Analysis of 18,400 medical records on file in the Medical Division of the Civil Aeronautics Administration reveals striking inconsistencies in the physical examinations for pilots. Disqualifying defects found in one examination are oftentimes missed in the second, or vice versa. Physicians differ both in the severity of their examinations and in the emphasis placed on certain types of defects.—*A. Chapanis* (Wright Field).

3924. Franzen, R., & Brimhall, D. R. **Analysis of physical defects found by the armed services in pilots certified to be without disqualifying defect by civil pilot training examination.** *Rep. Div. Res. civ. Aeronaut. Adm.*, 1942, No. 2. Pp. 18.—Analysis of the medical records of 925 pilots examined by both CAA and Army Air Forces physicians and of 361 pilots examined by both CAA and Navy physicians reveals a considerable amount of inconsistency in the numbers of disqualifying defects found. Regional variations in the proportions of certain types of defects found are also reported.—*A. Chapanis* (Wright Field).

3925. Franzen, R., & Brimhall, D. R. **The relation to accident of physical defects noted in standard CAA medical examinations.** *Rep. Div. Res. civ. Aeronaut. Adm.*, 1942, No. 3. Pp. 23.—"In consideration of the negative relation existing between vision defect and accident in commercial pilots, it seems probable that here neither age nor defect is related to accident but only to each other. Indeed this may be equally true among the private pilots. But in the case of solo pilots, where there is a positive relation between defect and accident, and the defect plus accident pilots are significantly older, there is a very good chance that age accentuates the vision defect liability to accident. Age and defect together may very well be a handicap to learning, but not to continuation of developed abilities."—*A. Chapanis* (Wright Field).

3926. Gerstle, M., Jr., Wagner, R. L., & Lodge, T. **The inapt naval recruit.** *Nav. med. Bull., Wash.*, 1943, 41, 480-492.—The accelerated rate of enlist-

ment during the present conflict has made it impossible to continue the personal interview technique for all recruits. None of the widely known adequately standardized neurotic inventory tests were found practicable because of the time required in scoring. From these tests a modified and condensed personal data sheet was constructed, containing items of high validity. This examination consists of two forms. Form 1 is a series of 10 questions answered by the examiner by "yes" or "no" answers. Form 2 is a series of 25 questions answered by the recruit with "yes" or "no" answers.—G. W. Knox (U. S. Naval Reserve).

3927. Gottsdanker, R. M. Measures of potentiality for machine calculation. *J. appl. Psychol.*, 1943, 27, 233-248.—"A battery of nine pencil-and-paper tests was constructed in an attempt to obtain measures of abilities needed for proficiency in the operation of a crank-driven calculator. The selection of tests was based upon an analysis of the job in terms of the worker characteristics which appeared necessary and upon results found in previous studies. The scores made on these tests by a group of 44 women learning to operate the crank-driven calculator were correlated with criterion measures based upon examinations in calculator work taken during the training course." The final test battery selected by the Wherry-Doolittle method included three tests: Number-Dot Location, Arithmetic Computations, Tapping. Test-retest reliabilities of these tests were found to be .81, .92, and .68. The three tests yielded a shrunken *R* of .54 with the criterion. The author believes this *R* to be too low because of the homogeneity of the subjects used and errors in criterion measures. Samples and brief descriptions of the tests used are presented.—G. R. Thornton (Purdue).

3928. Hawthorne, J. W. Military personnel administration: the United States Marine Corps. *Publ. Person. Rev.*, 1943, 4, 173-178.—This is the second of a series of articles dealing with personnel administration in the armed services (see 17: 2856). The techniques of assigning men to positions in the Marine Corps are quite similar to those employed in the Army's personnel program. Topics discussed include the induction testing program, interviewing, types of duty, assignments to duty, use of qualification cards, brief history of the operation of the personnel program, and the use of personnel classification.—H. F. Rothe (Minnesota).

3929. Kirkpatrick, F. H. Music in industry. *J. appl. Psychol.*, 1943, 27, 268-274.—A brief review of the literature leads to the conclusion that "... no highly significant or conclusive research has been published concerning the effect of music on output or health of workers in industry." Some generalizations are possible. Music seems to relieve boredom and to facilitate socializing. There is general agreement that music may increase contentment of the worker, improve output, and lessen fatigue. The following also seem indicated: (1) Workers believe that music is helpful in their feelings during work.

(2) Music is most often appreciated by workers at repetitive manual tasks. (3) It hinders work demanding mental concentration. (4) The music should be presented only for comparatively short periods, perhaps for two or three periods of less than a half hour each; the periods should be chosen after study of fatigue curves. A bibliography of 22 titles is appended.—G. R. Thornton (Purdue).

3930. Lane, D. F. Analysis of machine shop operations: a manual for training apprentices and learners. Deep River, Conn.: National Foremen's Institute, 1943. Pp. 156. \$7.50.—This analysis of 19 machine trades consists of 5 parts: a general description of each trade, a list of the operations involved, the tools required for the operations, the related information necessary to perform the operations, and the time required by apprentices and operators to learn the trade. Accompanying each analysis is a graphic estimate of the level of abilities which each trade requires in terms of interest, abstract intelligence, co-ordination, kinesthetic sense, dexterity, creative and constructive ability, assembly, sensory perception, spatial relations, and physical strength. Its purpose is to assist industry in securing adequate skilled labor by providing training outlines and estimates of the human demands of the 19 trades. The appendix includes a suggested 4-year curriculum for machinist apprentices, a rating form for machinists, a job breakdown sheet for training purposes, and some aids for the counselor. An extensive bibliography.—H. Moore (Stevenson & Kellogg, Ltd., Toronto).

3931. Lavos, G. Unfounded objections to hiring the handicapped. *J. consult. Psychol.*, 1943, 7, 191-197.—Examination of the reports made by placement agents of the handicapped applicant reveals that objections to the hiring of a disabled person are commonly made without regard to his true capabilities on the job. Many of the objections are based on personal aversions and erroneous thinking. Each handicapped person should be considered and studied as an individual.—S. G. Dulsky (Rochester, N. Y.).

3932. Lewinsky, H. Occupation and obsession. *Brit. J. med. Psychol.*, 1943, 19, 388-393.—The obsessional character is rather common in our culture, and is, in fact, well fitted for our form of industrial life. The link between occupation and obsession is possession. Since possession is an attribute of the anal character, obsession and occupation can be given similar psychoanalytic interpretations.—E. R. Hilgard (Office of War Information).

3933. McQuitty, L. L. Personnel selection at an Engineering Replacement Training Center. *Psychol. Bull.*, 1943, 40, 509-518.—The selection program is a continuous one, co-ordinated with the training program. It is usually based upon the Army General Classification Test score, formal education, and first and second best civilian occupations. Reassignment due to health is on the basis of physical defects. Reassignment due to mental and adjustmental retardation is based partially on observations by the

platoon commander. The following symptoms are noted: inability to read or write, crying, temper, alcoholism, chronic complaints, illnesses, undesirable habits, lack of adaptability, extreme nervousness, and deficiencies in training. Reassignment to training units is on the basis of a questionnaire on qualifications filled in by the soldier, qualification card, test score, and report from platoon commander. Selection for specialists' courses is on the basis of interest, success in a specialty, related hobbies, educational background, and aptitudes.—*F. McKinney* (Missouri).

3934. Mizukawa, T. *Über die Einflüsse der Beleuchtung auf die Arbeitsfähigkeit.* (Influences of illumination on working ability.) *Acta Soc. ophthal. jap.*, 1940, 44, 1487-1522.

3935. Moore, H. *Objective tests to accompany Moore's Psychology for business and industry.* (2nd ed.) New York: McGraw-Hill, 1943. Pp. 32. \$0.25.—Twenty-five objective type items are given for each of the 16 chapters in the book.—*A. Burton* (Calif. State Personnel Bd).

3936. Schreiber, J. *Morale aspect of military mental hygiene.* *Dis. nerv. Syst.*, 1943, 4, 197-201.—In order to maintain high morale it is necessary that the soldier have a full knowledge of the meaning of this war against fascism by the democracies. It is important that he be taught to detect and combat the various forms of enemy propaganda (a summary of which is included). It is the job of the military psychiatrist to personalize the issues of the war for each soldier in order that he may be fully aware of his own stake in the struggle. The military psychiatrist should have this for his thesis: "The more profoundly we understand and hate the curse of Fascism, the more deeply we appreciate Democracy and its promise for humanity, the more alert we are to detect and combat enemy propaganda, the more actively we participate in one or another phase of the war activity, the more we submerge our personal problems to the great problem of winning the war, the more physically fit we remain—that much more certain are we to go through this war without the development of any serious mental illness, and that much greater is our personal contribution to the winning of the war."—*C. E. Henry* (U. S. Naval Reserve).

3937. Selling, L. S. *A psychiatrist looks at industrial truancy.* *Industr. Med.*, 1943, 12, 189-201.—This is a discussion of the psychiatric approach to the current problem of absenteeism in industry. The approach is primarily preventive and secondarily one of individual treatment for individual offenders. The author, in addition to discussing the role of the plant physician and personnel management in preventing absenteeism, discusses the following psychological factors involved in absenteeism or truancy: motivation, lack of security, poor work habits, personality problems, and psychophysiological problems (psychological and physical fatigue, monotony, nutrition, and feminine problems).—*J. E. Zerga* (War Manpower Commission).

3938. Shapiro, A. *Recruiting and training transit operators.* *Person. Adm.*, 1942, 4, No. 6, 8-11.—The program used by the Capital Transit Company of Washington, D. C., in selecting and training men for streetcar and bus operation is described in detail. The first step in the selection process is an interview. Those who pass the preliminary requirements of age, height, weight, etc. are given a written intelligence test. Groups of 4 are tested for vision, color blindness, and depth perception. A standardized road test follows, which is intended to determine the applicant's mechanical aptitude and learning ability. Final interviews are held and the successful applicants are then ready for training.—*N. M. Locke* (Social Security Board).

3939. Smith, M. *An empirical scale of prestige status of occupations.* *Amer. sociol. Rev.*, 1943, 8, 185-192.—345 students evaluated the prestige standing of 100 representative occupations on a numerical scale. High government officials and professional workers rank highest; small businessmen, clerical workers and skilled workers occupy a medium position; and unskilled workers are in the lowest position. The uses of ratings in identifying occupational strata is discussed.—*S. E. Asch* (Brooklyn).

3940. Watkins, J. G. *The use of service ratings for employee guidance.* *Publ. Person. Rev.*, 1943, 4, 168-172.—The use of a rating system to furnish personal guidance to the employees of the Alabama State Personnel Department is described. A "humanized" 5-step rating scale has been substituted for the older impersonal form, and a simplified schedule of weights has been devised for the 10 traits on this new employee guidance sheet. Sample scale items and the complete weighting schedule are presented. Employees are shown the ratings and, when given low ratings, are shown specific methods of improvement. Although the new form has not yet been used sufficiently to permit statistical validation "the favorable influence of the altered approach in terms of employee morale has emerged as a significant finding."—*H. F. Rothe* (Minnesota).

3941. Zerga, J. E. *Job analysis: a résumé and bibliography.* *J. appl. Psychol.*, 1943, 27, 249-267.—This article reviews briefly "the values of job analysis, the structure of the job analysis schedule or job specification form, the basic techniques of job analysis, some recent developments, and some outstanding contributions of job analysis." The bibliography, which includes 401 titles, covers the literature for the years 1911 to 1941, inclusive.—*G. R. Thornton* (Purdue).

[See also abstracts 3650, 3651, 3682, 3691, 3704, 3706, 3736, 3793.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

3942. Barnes, M. W. *The relationship of the study of mathematics to Q-scores on the ACE psychological examination.* *Sch. Sci. Math.*, 1943, 43, 581-582.—The ACE retest scores of 75 university

students who had completed the first two years without the study of mathematics were compared with the retest scores of 40 students who had had two years of mathematics. Although the mathematics students had higher gross scores, no significant difference was found in Q-score or in gain in score.—*G. S. Speer* (Central YMCA College).

3943. Bonney, M. E. The relative stability of social, intellectual, and academic status in grades II to IV, and the inter-relationships between these various forms of growth. *J. educ. Psychol.*, 1943, 34, 88-102.—For 3 successive years scores on general social acceptance and mutual friendships were obtained by means of a technique requiring expressed pupil choices of various sorts. Group intelligence tests and measures of academic achievement were also given. All the correlations between the scores of successive grade levels were quite high with the exception of those for mutual friendships. General social acceptance was thus shown approximately as constant as IQ's and academic achievement. Between the four measurements at each grade level, the highest correlation was found between social acceptance and mutual friendships; next highest, between intelligence and academic attainment; and least, between the two former and the two latter. "The attainment of social skills cannot be assumed to be a natural consequence of intellectual brightness or the mastery of subject-matter."—*E. B. Mallory* (Wellesley).

3944. Brock, F. W. Fusion disturbances in binocular vision. *Optom. Wkly*, 1943, 34, 207-209; 269-270; 297; 319.—The author reviews the various factors which contribute to reading disability, including mental, pedagogical, emotional, volitional, social, moral, and physical. Fusion range, stereoscopic awareness, and the effects of constant strong fusion efforts which may produce fatigue are considered. Aniseikonia as a possible cause of alternating monocular perception rather than fusion is suggested. One case history and a brief discussion of visual training are included.—*D. J. Shaad* (Kansas City, Kans.).

3945. Broom, M. E., Thompson, C. E., & Condon, L. Improving the classroom environment; a manual for teachers seeking to promote effectively the hygienic development of children. El Paso, Tex.: Tech Press, 1943. Pp. 102. \$1.60.—The manual presents in nontechnical form (annotated by bibliographic references at the conclusion of each section) generally accepted facts having to do with vision, with classroom illumination, with adequate seating, and with schoolroom interior decoration, together with evidence from a typical school system as to how these facts can be translated into procedures and practices that will improve the classroom environment.—*C. E. Thompson* (Duncan, Okla.).

3946. Brueckner, L. J., Grossnickle, F. E., & Merton, E. L. Meaning and practice in arithmetic; grade 4. Philadelphia: Winston, 1943. Pp. 128. \$0.32.—In this workbook, individualization of instruction is stressed. Teaching is guided by use of

readiness, progress, and diagnostic tests. Visual aids, remedial exercises, and other problem solving helps are provided. A developmental viewpoint is emphasized.—*M. A. Tinker* (Minnesota).

3947. Burger, A. M. A challenge to colleges and universities: Need students fail because of defective hearing? *Volta Rev.*, 1942, 44, 549-553.—The author discusses the problem of failures of college students due to defective hearing and cites examples of such failures. The program for meeting the need of such students as worked out by Michigan State Normal College is presented.—*C. V. Hudgins* (Clarke School).

3948. Committee of the American Psychological Association. College curriculum adjustments in psychology to meet war needs. *Psychol. Bull.*, 1943, 40, 528-535.—This report discusses three levels of instruction and offers specific suggestions at each level: the general introductory course, special training courses for immediate service, and the training of research specialists. An outline of 11 major topics similar to the chapter headings in standard texts contains suggestions under each topic which will relate it to contemporary problems. A second outline lists numerous recent books in psychology for instructors who build their courses about special problems. There is also a list of techniques of instruction applicable to wartime needs. Seven lines of training are listed as recommended in special training courses. A final paragraph discusses the training of research specialists.—*F. McKinney* (Missouri).

3949. Corey, S. M. Measuring attitudes in the classroom. *Elem. Sch. J.*, 1943, 43, 457-461.—A workable scheme for measuring attitudes of elementary school children involves collecting a number of attitudinal statements, having the children check them as representing favorable or unfavorable opinions, and then presenting the unambiguous items in a questionnaire, each of which can be scored on a 5-point scale.—*S. S. Sargent* (Barnard).

3950. Crow, A., & Crow, L. D. Learning to live with others; a practical psychology for young people. New York: De Pamphilis Press, 1943. Pp. vii + 225. \$1.00.—This text is written for the high school student. Basic psychological facts and principles are described simply and nontechnically. Illustrations and examples are related to the high school age and experience. Each subtopic is followed by questions or exercises intended to make the material specific to the student's interests and problems. Rating scales, questionnaires, and similar materials are presented to facilitate self-study. An appendix discusses the nervous system.—*G. S. Speer* (Central YMCA College).

3951. Goodenough, F. L. Selected references on preschool and parental education. *Elem. Sch. J.*, 1943, 43, 426-432.—Covering the year prior to December 1, 1942, this annotated bibliography contains 41 references to technical and experimental studies and 15 nontechnical references on parental education.—*S. S. Sargent* (Barnard).

3952. Gregg, F. M. The psychology of speech. *Volta Rev.*, 1943, 45, 138-139.—The author interprets the response theory of speech acquisition and gives a practical application of this theory for teaching speech to deaf children.—C. V. Hudgins (Clarke School).

3953. Ham, A. W., & Salter, M. D. Doctor in the making: the art of being a medical student. Philadelphia: Lippincott, 1943. Pp. xi + 179. \$2.00.—This book is based upon extensive experience in selecting, counseling, and guiding medical students. It presents in systematic detail the problems to be met by medical students in their work and offers an appraisal of the habits of study, personality attributes and characteristics, attitudes, abilities, motivations, and capacity for responsibilities essential to a successful medical career. Indexed.—M. H. Erickson (Eloise Hospital).

3954. Hanawalt, N. G., Richardson, H. M., & Hamilton, R. J. Leadership as related to Bernreuter personality measures: II. An item analysis of responses of college leaders and non-leaders. *J. soc. Psychol.*, 1943, 17, 251-267.—Analysis of responses of leaders and non-leaders on the Bernreuter Inventory leads the investigators to conclude that "college leadership is more closely tied up with Dominance than with any of the other Scales under discussion. Extroversion appears to be the next most important trait."—F. W. Finger (Virginia).

3955. Heider, F. Acoustic training helps lip reading. *Volta Rev.*, 1943, 45, 135.—Results of lip-reading tests using silent films show that children who have learned to use their hearing not only understand more of what they are told in the class room where their hearing is supplementing lip reading, but they also understand better what is said in a silent motion picture test. These conclusions were drawn from a study of two groups of children: 130 children without auricular training, and 46 with training. Further comparisons of the two groups ruled out the possibility that factors other than auricular training were responsible for the differences in lip-reading ability.—C. V. Hudgins (Clarke School).

3956. Henrikson, E. H. Comparison of ratings of voice and teaching ability. *J. educ. Psychol.*, 1943, 34, 121-123.—Between the ratings of teachers' voices made by practice-teaching supervisors and by public school supervisors, the correlation was only $.20 \pm .03$. The correlation between the ratings of teaching ability, made by these two sets of judges, was $.34 \pm .03$. However, when the verdicts of the practice-teaching supervisors alone were considered, voice and teaching ability gave a correlation of $.62 \pm .03$, and the public school supervisors' ratings of voice and teaching ability gave a correlation of $.58 \pm .03$. It appears that there is a strong halo effect in judgments of these two aspects. There is more difference between two persons' ratings of an individual for either of these qualities than between the ratings made by one person of an individual's excellence in the two qualities.—E. B. Mallory (Wellesley).

3957. Hildreth, G. All in favor of a low vocabulary. *Elem. Sch. J.*, 1943, 43, 462-470.—Experience with a lightened vocabulary load in primary-grade reading, with much easy sight reading, shows several advantages. Among them are: reading with understanding begins at once, children need less help and take to reading new material, disabilities are reduced and sense of failure eliminated, and reading becomes enjoyable and is looked upon as a game. Bibliography of 12 titles.—S. S. Sargent (Barnard).

3958. Hudgins, C. V. Speech intelligibility tests: a practical program. *Volta Rev.*, 1943, 45, 5-6.—Since speech intelligibility manifests itself in varying degrees and in relative terms, a practical method of defining it would be in terms of a quantitative score obtained from intelligibility tests using an arbitrary scale. The author describes speech tests and the testing program which has been used over a period of 8 years in a residential school for the deaf. The materials consist of unrelated sentences in groups of 10. Each pupil reads a list of sentences to a group of 4 auditors who write down what the pupil says. Three repetitions of each sentence is allowed, and the score is determined both by the number of auditors who understand the sentence and the number of times it was repeated before it was understood. Student teachers serve as auditors; 2 of the group of 4 auditors do not look at the child during the test. Methods of administering and scoring the tests are described.—C. V. Hudgins (Clarke School).

3959. Hudgins, C. V. Concerning the validity of speech tests. *Volta Rev.*, 1943, 45, 271-272.—Data are presented showing the validity of speech tests as compared with teachers' rankings of pupils on the basis of speech intelligibility.—C. V. Hudgins (Clarke School).

3960. Hunnicutt, C. W. Reading of children in activity and regular schools in New York City. *Elem. Sch. J.*, 1943, 43, 530-538.—Children in activity schools read more and read a wider variety and a better quality of books, magazines and newspapers than children of comparable ability and background in regular schools. The difference is attributed to effects of the activity program.—S. S. Sargent (Barnard).

3961. Kidneigh, J. C. A method for segregating test items as to discriminatory power. *Publ. Person. Rev.*, 1943, 4, 184-189.—Competitors are divided into the 3 criterion groups of high, middle, and low. The percentage of competitors in each group that answer each multiple-choice item correctly is determined. Items are then classified into 3 main types (discriminatory, nondiscriminatory, and unsuitable), and into 8 subtypes. The percentage of each of these types in the whole examination is found and is made the basis for improving the examination.—H. F. Rothe (Minnesota).

3962. Lane, H. S. Influence of nursery school education on school achievement. *Volta Rev.*, 1942, 44, 677-680.—A survey of individual records of 27 deaf children who had nursery school training shows the following advantages over those who entered

the same school for the deaf after the age of 5 years: pupils with nursery school training showed less gap between mental ability and educational achievement; they completed the elementary school at an earlier age; a greater number attended high school with hearing children; they read lips better, developed larger vocabularies, and expressed ideas orally much earlier; and fewer behavior problems were found arising from frustration due to inability to express themselves.—C. V. Hudgins (Clarke School).

3963. Mason, M. K. Teaching and testing visual hearing by the cinematographic method. *Volta Rev.*, 1942, 44, 703-705.—A method for teaching visual hearing (lip reading) is described. It is a laboratory method in which university students are required to make visual interpretation of material as spoken on the silent film. A complete series of assignments of progressive difficulty, consisting of films from different speakers, constitutes the course. Students project the films themselves, repeat them as often as they choose, and with the aid of a manual write up their interpretations. The laboratory work is corrected and discussed in the class periods. The method serves a twofold purpose: it affords hard-of-hearing students an opportunity of learning to interpret speech visually and creates a more alert ocular observation in the normally hearing students. The author summarizes the advantages of the method experienced over a 12-year period.—C. V. Hudgins (Clarke School).

3964. McKinney, F. Developing personalities in high school and college. *Education*, Boston, 1943, 63, 591-595.—See *Educ. Abstr.* 8: 823.

3965. McLaughlin, K. L. Selected references on kindergarten-primary education. *Elem. Sch. J.*, 1943, 43, 486-491.—This is an annotated bibliography of 50 books and articles published in 1942. Items are grouped under (1) general educational aspects, (2) curriculum, teaching procedures and materials, and (3) investigations and experimental studies.—S. S. Sargent (Barnard).

3966. Miyashita, S. Sehfunktionen, speziell Nah- und Fern-Sehschärfe der Schüler in den seh-schwachen Klassen. (Visual functions, especially near and distance acuity of students in sight-saving classes.) *Acta Soc. ophthal. jap.*, 1940, 44, 1522-1524.

3967. Numbers, M. E. The place of elements teaching in speech development: Is the cart before the horse? *Volta Rev.*, 1942, 44, 261-265.—The author believes that the method of speech teaching which consists in teaching first the consonants and vowels as separate elements, often as mere positions of the vocal organs, and insisting that pupils master these individual sounds before combining them into syllables, is based upon a limited or inadequate knowledge of the processes involved in speech production. The method ignores the important fact that a vital portion of the speech mechanism lies below the larynx level. Pupils called upon to combine the elements into words and phrases are required to bring into play an entire set of muscles which have not entered into the training process.

A syllable method of speech teaching is advocated in which the elements are associated from the beginning in the relationships in which they appear in normal speech. The elements, or individual sounds, are thus not ignored but rather taught as vital parts of an integrated whole.—C. V. Hudgins (Clarke School).

3968. Richardson, H. M., & Hanawalt, N. G. Leadership as related to the Bernreuter personality measures: I. College leadership in extracurricular activities. *J. soc. Psychol.*, 1943, 17, 237-249.—"Forty leaders in extracurricular activities from a men's college and 36 from a women's college were compared with the published norms for college men and women with respect to average score on the Bernreuter scales. . . . The women leaders were also compared with 32 non-leaders from the same college. All comparisons agreed in showing the leaders to be reliably superior in Dominance, and not reliably different from the control groups in Self-Sufficiency or Sociability. In Introversion both men and women leaders were reliably lower than the norms, and the difference between the women leaders and non-leaders likewise pointed in this direction. In Self-Confidence the women leaders were reliably higher than the control groups. The fact that the same is not true for the men leaders appears to be partly due to the high norm score on this trait for the average college man."—F. W. Finger (Virginia).

3969. Roe, A. A survey of alcohol education in elementary and high schools in the United States. New Haven: Quarterly Journal of Studies on Alcohol, 1943. Pp. 132. \$1.00.—This survey is in two parts, covering teaching practices and materials and legal aspects of the problem. Four extensive tables summarize the use made in teaching materials of psychological research on alcohol.—W. L. Wilkins (U. S. Naval Reserve).

3970. Rohrer, J. H. An analysis and evaluation of the "non-oral" method of reading instruction. *Elem. Sch. J.*, 1943, 43, 415-421.—The theory underlying nonoral reading instruction rests on faulty assumptions. The data supporting it involve bad experimental design and statistical procedures. Probably the nonoral method, as used, is a combination of methods in which silent reading plays the greatest role. Bibliography of 21 titles.—S. S. Sargent (Barnard).

3971. Ruja, H. Content of the first course in psychology. *Psychol. Bull.*, 1943, 40, 488-496.—The paper contains data obtained from analyzing the first examination given in the first course in psychology at 27 Pacific Coast institutions. Junior colleges emphasized more the practical and the socio-cultural items than did the state colleges and universities. Except in denominational institutions, stress was laid on experimental psychological material rather than on speculative and philosophical material.—F. McKinney (Missouri).

3972. Schmidt, F. J., Jr. Psychology and industrial arts. *Education*, Boston, 1943, 63, 466-471.—See *Educ. Abstr.* 8: 756.

3973. Schneib, A. A. Reliability of judgments made by teachers' college students with reference to their scholastic achievements. *Elem. Sch. J.*, 1943, 43, 298-303.—Students' judgment of their achievement revealed an r of .40 with semester marks and .21 with final examination grades. More reliable judgments were made by women than men, by senior than by junior college students, and by those ranking 70 or higher on the ACE psychological examination.—S. S. Sargent (Barnard).

3974. Spache, G. Eye preference, visual acuity, and reading ability. *Elem. Sch. J.*, 1943, 43, 539-543.—When eye preference is shown, the chances are almost three out of four there will be a difference in reading ability of the two eyes. Visual acuity and eye preference are equally closely related to single-eye reading ability. Eye preference can be detected and measured by the author's Binocular Reading Test.—S. S. Sargent (Barnard).

3975. Tate, M. W. Use of the typewriter in remedial reading and language. *Elem. Sch. J.*, 1943, 43, 481-485.—A four months' experiment showed the typewriter to be of some value in remedial teaching of spelling and language usage. The experimental group made consistently greater gains (though not statistically significant ones) as shown by performance on parts of the new Stanford Achievement Test.—S. S. Sargent (Barnard).

3976. Woolf, M. D. A study of some relationships between home adjustment and the behavior of junior college students. *J. soc. Psychol.*, 1943, 17, 275-286.—By means of the Bell Adjustment Inventory there were selected 106 girls with excellent home adjustment and 105 with unsatisfactory home adjustment. Each girl was rated in a number of characteristics by 4 individuals: resident counselors, advisers, instructors, and suite mates. The home-maladjusted student tends to be supersensitive, express hate, mope by herself, cut classes, be self-conscious, be listless, express feelings of inferiority, and cry (critical ratios all above 3.7). The student who is well adjusted at home makes friends easily, makes introductions easily, keeps appointments, and in general manifests more satisfactory behavior.—F. W. Finger (Virginia).

[See also abstracts 3725, 3726, 3866, 3873, 3879, 3892, 3987, 3989, 4004, 4008.]

MENTAL TESTS

3977. Bradway, K. P. Comparison of standard and wide-range testing on the Stanford-Binet. *J. consult. Psychol.*, 1943, 7, 179-182.—An unselected group of 126 subjects between the ages of 11 and 15 was examined on Form L of the Revised Stanford-Binet Scale. For each subject the standard procedure of administration was first completed and then the testing was continued up the scale until all items at two levels were failed and continued down the scale until all items at two levels were passed. Results indicate that the IQ's obtained by these two methods were approximately as similar as those ob-

tained on two equivalent forms of the Stanford-Binet.—S. G. Dulsky (Rochester, N. Y.).

3978. Rickman, J. A story-completion test suitable for adults. *Brit. J. med. Psychol.*, 1943, 19, 454.—A very brief episode involving a professor, his wife, and a knock on the door is presented, followed by the question, "Who breaks the silence, and with what words?" Some characteristic replies are given.—E. R. Hilgard (Office of War Information).

3979. Serrano Fernández, E. El "test" de Good-enough en los escolares madrilenos. (The Good-enough Test used with Madrid school children.) *Psicotecnia*, 1942, 3, 596-608.—About 300 drawings of a man were obtained as test protocols from school children ranging from 5 to 12 years in age, and the frequencies of point scores were compared. Considerable variation was found, suggesting cultural differences making for apparent retardation among the Spanish subjects. Virtually no correlation was obtained with progress in reading. Scoring of the test was controlled by using more than one scorer. Several sample pictures are reproduced.—H. D. Spoerl (American International College).

3980. Slater, P. Interpreting discrepancies. *Brit. J. med. Psychol.*, 1943, 19, 415-419.—Test scores for the vocabulary test and the abstraction test of the Shipley-Hartford C-Q scale are presented in the form of a scatterplot derived from testing 812 adults ("old men and imbeciles are not included"). Regression lines are drawn, so that for a given vocabulary score it is possible to determine what percent of the population may be expected to achieve given abstraction scores. Hence the degree of discrepancy between the scores on the two tests can be assessed.—E. R. Hilgard (Office of War Information).

3981. Trist, E. L., Trist, V., & Brody, M. B. Discussion on the quality of mental test performance in intellectual deterioration. *Proc. R. Soc. Med.*, 1943, 36, 243-252.—Two batteries of tests are described. The first, consisting of card vocabulary, similarities, ambiguous pictures, ambiguous shapes, and form color sorting items, was administered to 125 normal subjects, 30 neurotics, and 25 paretics. The second battery, recently devised for the Royal Medico-Psychological Association for investigating prefrontal lobotomy, consisted of the following 9 items: vocabulary, paragraph memory, the Weigl sorting test, picture absurdities, cancellation, verbal absurdities, picture recognition, proverbs, and delayed recall. The statistical results of the administration of the items comprising the first battery are presented, but no results are given regarding the administration of the second battery other than examples of subject responses to sample items contained in the various tests comprising the battery.—J. E. Zerga (War Manpower Commission).

[See also abstracts 3783, 4010.]

CHILDHOOD AND ADOLESCENCE

3982. Bayley, N. Size and body build of adolescents in relation to rate of skeletal maturing. *Child*

- Develpm.*, 1943, 14, 51-89.—L. Long (College of the City of New York).
3983. Billig, A. L. **Nervous habits and morale.** *Proc. Pa Acad. Sci.*, 1942, 16, 51-53.—Nervous habits are defined as stereotyped nonadjustive motor acts which represent an infantile mode of response, are resorted to as a partial escape from tension, and are expressive of neuroticism, poor tension-tolerance and low morale. Their appearance should be noted in school children and measures taken to train those children unobtrusively to better tolerance of tension. By such a training procedure, itself a major problem, early neuroticism can be corrected and a capacity for higher morale can be expected.—M. H. Erickson (Eloise Hospital).
3984. Breckenridge, M. E., & Vincent, E. L. **Child development: physical and psychological growth through the school years.** Philadelphia: Saunders, 1943. Pp. ix + 592. \$3.25.—Growth is discussed with emphasis on the school-age child, but with reference to preschool and adult periods to indicate growth origins and goals. The book "is designed for professional students in psychology, teacher training, home economics, medicine, nursing, and social work as well as for parents," and has been prepared by experts in nutrition and psychology. Chapter headings suggest content and point of view: (1) some general principles of development; (2) interrelatedness of growth; (3) influences on growth including heredity, endocrines, illnesses, emotions; nutrition and routines; home, school, church, camps; and further community factors; (4) growth and use of the body, including physical growth and motor control; (5) growth of sense perceptions and judgments; (6) development of memory, imagination, and creative activity; (7) growth of language, thinking, and reasoning; (8) social and personality development, including general personality trends; conflict and aggression, co-operation, and friendship; and moral judgment and psycho-sexual development; and (9) a summary of growth achievements. An 806-item bibliography and an index are appended. Suggested readings and discussion questions follow each chapter, while case studies and illustrations appear throughout.—L. J. Stone (Vassar).
3985. Graves, L. M. **Child hygiene in Memphis in 1942.** *Memphis med. J.*, 1943, 18, 108.
3986. Ibarrola Monasterio, R. **Contribución al estudio del crecimiento en la edad escolar.** (Contribution to research on growth in the school age.) *Psicotecnia*, 1942, 3, 609-620.—Measures of height and weight of 500 children from 6 to 18 showed characteristic growth spurts around ages 8 and 12. Comparison with growth figures in Italian, French, German, English, and North American studies reveals uniform national variations. A table of heights and weights for the cases studied is given.—H. D. Spoerl (American International College).
3987. Ilg, V., & Davis, L. F. **Parallel development in reading, visual skills.** *Optom. Wkly*, 1943, 34, 647-649; 675-680.—Systematic observations of children under testing conditions, including intelligence, achievement, and diagnostic tests as well as visual tests, are utilized in the study of specific individual problems in reading associated with visual inefficiencies. Planned therapy designed to improve visual skill is outlined. Case studies with graphs showing improved skills in school work are included.—D. J. Shaad (Kansas City, Kans.).
3988. Isaacs, S., Brown, S. C., & Thouless, R. H. **The Cambridge Evacuation Survey; a wartime study in social welfare and education.** *Man*, 1943, 43, 21-23.
3989. Koehler, W. B. **Word-deaf children.** *Elem. Sch. J.*, 1943, 43, 273-281.—The author gives a discussion of the difficulties (intellectual, educational and social) faced by the child deficient in auditory language ability. Symptoms of word deafness are misuse of words in conversation, inability to carry out oral instructions, and errors in oral reading and in spelling. Suggestions for remedial teaching are given.—S. S. Sargent (Barnard).
3990. Krinsky, E. **The objective binocular examination of the young child.** *Eye, Ear, Nose Thr. Mon.*, 1943, 22, 253-259.
3991. Leigh, J. W. **Emotional stability of the deaf child.** *Volta Rev.*, 1942, 44, 685-688.—The author discusses some of the causes of maladjustment on the part of deaf children and makes suggestions to teachers and parents as to how they may be avoided.—C. V. Hudgins (Clarke School).
3992. Lippitt, R., & Zander, A. **A study of boy attitudes toward participation in the war effort.** *J. soc. Psychol.*, 1943, 17, 309-325.—A survey was made of the war effort participation and attitudes of 633 boys and their leaders. Scouts had participated more significantly than had non-Scouts. The degree of participation was found correlated with the feeling of potentiality of danger. Many of the boys were under authoritarian leadership of adults, and most of them indicated a desire for even more dependence upon such leadership.—F. W. Finger (Virginia).
3993. McIntosh, J. R., & Pickford, R. W. **Some clinical and artistic aspects of a child's drawings.** *Brit. J. med. Psychol.*, 1943, 19, 342-362.—Seven drawings of one child are reproduced, along with the child's associations. A girl of 8 years, IQ 126, was brought in for backwardness at spelling (spelling age, 6.5) and was reported as "careless, forgetful and cheeky to teacher." Her results were the most interesting of a group of 17 children, 6-13 years of age, all of whom showed improvement as a result of treatment. The pictures revealed clearly the child's problems of hatred of a younger sister and parents, and her envy of an older brother. The drawings show artistic merit whenever there is either a strong conflict unconsciously expressed, or when conflicts are shown successfully resolved. When the pictures are ineffective fantasies or wish-fulfillments, they are relatively inartistic. This interpretation of artistic motivation is applied to the music of Tchaikovsky, Brahms, Bach, and Beethoven.—E. R. Hilgard (Office of War Information).

3994. Mechem, E. Affectivity and growth in children. *Child Develpm.*, 1943, 14, 91-115.—The purpose of the investigation was to sample the affective side of the child's personality by presenting questions about behavior, attitude, etc. in certain situations. Seventy-one questions were answered by 65 boys and girls varying in age from 7 to 17 years. Affectivity scores, built up by using the collective judgment of adult groups, were correlated with various other measures, including organismic age, growth rate, mental age, educational age, and developmental age. In most instances a slight relationship was found between affectivity and the other variables. The records of 4 children are analyzed in detail. The questions used, as well as a set of answers from a subject, are presented.—L. Long (College of the City of New York).

3995. Richmond, W. V. Modern methods in the development of desirable personality qualities in children. *Education, Boston*, 1943, 63, 585-590.—See *Educ. Abstr.*, 8: 735.

3996. Robinson, H. M., & Ingram, C. P. Selected references from the literature on exceptional children. *Elem. Sch. J.*, 1943, 43, 544-555.—98 references, mostly published in 1942, are listed in this descriptive bibliography. They are classified under (1) subnormal, backward and dull-normal children, (2) behavior and problem cases and dependent children, (3) juvenile delinquency, (4) superior and gifted children, (5) blind and partially seeing children, (6) crippled children, (7) deaf and hard-of-hearing children, (8) delicate children, (9) speech defectives, and (10) general references.—S. S. Sargent (Barnard).

3997. Roth, W. F., Jr., & others. The provision of psychiatric services to rural areas. Round table, 1942. *Amer. J. Orthopsychiat.*, 1943, 13, 297-322.—In addition to defining the problem of providing psychiatric services to rural areas, this round table described several methods by which state agencies for mental health provide services to rural areas, the use of state and local welfare departments as vehicles for service, a county organization of child guidance services, the economic aspects of the problem, and the topic of how to obtain adequate personnel. It seems that the two main essentials for any system are (1) that it be well integrated with the governmental and social organization of the community in which it operates and (2) that the greatest possible benefit be derived from the money expended.—R. E. Perl (New York City).

3998. Stavrianos, B. Location of responses. *Rorschach Res. Exch.*, 1943, 7, 78.—This is a table which supplements the author's paper, *An investigation of sex differences in children as revealed by the Rorschach method* (see 17: 1003).—E. M. L. Burckard (U. S. Naval Reserve).

3999. Stevenson, G. S., Plant, J. S., & Shaw, G. H. Twenty-five years of child guidance. *Ment. Hyg., N. Y.*, 1943, 27, 267-278.—These are addresses delivered in celebration of the 25th anniversary of the founding of the Judge Baker Guidance

Center, Boston. G. S. Stevenson comments on the significance of the center. J. S. Plant discusses the social significance of the guidance movement, particularly emphasizing the point that the delinquent is now regarded as the sensitive individual, the one who measures best the pressures that assail all children. G. H. Shaw predicts that guidance in the next 10 years will develop most in the recognition of the values which in the past have been dismissed as unimportant or denied as false.—W. L. Wilkins (U. S. Naval Reserve).

4000. Strain, F. B. The normal girl in abnormal times. *J. soc. Hyg.*, 1943, 29, 336-340.

4001. Teixeira Vieira, D. Completamento de histórias como processo auxiliar para o estudo dos ajustamentos da criança. (Story completion as an aid in studying the child's adjustments.) *Bol. Serv. soc. Menores, S. Paulo*, 1942, 2, 41-82.—The story completion technique of M. Thomas, supplemented by appropriate testing, is valuable for organized education. It may be introduced into group situations, identifies problem children, and is relatively easily interpreted. It must however be used with care. Results with 60 children are given, including sample protocol material; differences in approach for various ages are specified, and the incomplete stories are presented.—H. D. Spoerl (American International College).

4002. Topping, R. Treatment of the pseudo-social boy. *Amer. J. Orthopsychiat.*, 1943, 13, 353-361.—With the pseudo-social or "gang" boy, the effort must be not to wean him from his code but to win him to its wider application. His capacity for loyalty, his other good qualities, and his fundamental socialization become important assets in treatment. The effort should be to divert his drive into socially acceptable channels rather than to uncover deep-seated conflicts. The results are determined by the maturing process, the treatment the boy receives, and the influence of other persons upon him.—R. E. Perl (New York City).

4003. Towle, C. The effect of the war upon children. *Soc. Serv. Rev.*, 1943, 17, 144-158.—The effect of the impact of war upon the social and emotional life of children is considered. It is felt that the principle dangers to the emotional life are the disruption of routine, disturbance of emotional ties with the parents, and alteration of habitual patterns of emotional expression. It is pointed out that children at all ages have suffered from the war and have needs which must be cared for. The lack of precise information is indicated, as is shown in the conflicting reports on juvenile delinquency. Sex problems have increased, which also means a large number of unmarried mothers and unwanted babies, both presenting psychological problems. In general it is felt that the care required is the same type as that needed in peacetime, but that war requires an extension and increase in these services.—G. S. Speer (Central YMCA College).

4004. Valentine, C. W. Adolescence and some problems of youth training. *Brit. J. educ. Psychol.*,

1943, 13, 57-68.—Questionnaire responses of over 200 university students and autobiographical essays point to great variation in the ages at which characteristic adolescent traits appear. Items discussed are: adolescent moods of intense depression, feelings of inferiority, self-consciousness, instability of intellectual interests, and interest in vocational problems. Delinquency among boys reaches its peak at 13 years, while among girls the peak age is appreciably later. Membership in youth clubs and attendance at church and evening schools as such seem to exert little causative influence in delinquency, but home discipline is a paramount factor.—R. S. Strassburger (St. Joseph's College for Women).

4005. Vaz Ferreira, C. *Correlaciones entre los aspectos psicológico, fisiológico, endocrinológico y anatómico de la sexualidad infantil.* (Correlations of the psychological, physiological, endocrinological and anatomical aspects of infantile sexuality.) *Rev. Psiquiat. Uruguay*, 1941, 6, 15-23.—[Abstracted review; original not seen.] This is a study from the Montevideo Institute of Endocrinology. The orientation is Adlerian. The author found various endocrinological syndromes, but concludes that very often in children no parallelism exists between the psychosexual characteristics and the anatomical, physiological, and endocrinological substratum. In fact, there may be a definite antagonism.—M. E. Morse (Baltimore, Md.).

4006. Wenger, M. A., & Ellington, M. *The measurement of autonomic balance in children: method and normative data.* *Psychosom. Med.*, 1943, 5, 241-253.—Based on three winter measurements of children between 6 and 12 years, quantitative estimates of the functional status of the autonomic nervous system are described, with the application of seven tests: persistence of red dermographia, salivary output, palmar and volar skin conductance, heart and respiration period, and pulse pressure. "Tables are presented for the conversion of raw data from these tests into standard score form, and the method of utilizing these standard scores in obtaining estimates of Autonomic Balance is illustrated."—P. S. de Q. Cabot (Simmons).

4007. Werner, H., & Strauss, A. A. *Impairment in thought processes of brain-injured children.* *Amer. J. ment. Def.*, 1943, 47, 291-295.—Distinct differences in thinking were noted on picture and object tests given mentally deficient children who showed evidences of early acquired brain lesion, and mental defectives and normals of similar brightness level but without brain injury. Average IQ's of the defectives approximated 70 and MA's 9. The brain-injured stressed the dynamic, functional properties of objects and the concrete elements of situations. They elaborated on details, changed the

meanings of objects to suit present associations, and passed far beyond the given situation in space and time. Their intellectual processes appeared impaired, and their performance erratic and uncontrolled, because of their excessive fluidity of associations and their readiness for assimilating unrelated materials.—M. W. Kuenzel (Children's Home, Cincinnati, O.).

4008. Wheeler, O. A. *The service of youth.* *Brit. J. educ. Psychol.*, 1943, 13, 69-73.—At the outbreak of war about four fifths of English youth were terminating their formal education at the age of 14. The important intellectual and emotional developments of adolescence suggest, however, the need for continued training and guidance throughout this period.—R. C. Strassburger (St. Joseph's College for Women).

4009. Wolf, A. W. M. *Our children face war.* Boston: Houghton, 1943. Pp. 221. \$2.00.

4010. Wolf, I. *Psychometric problems with the hard of hearing.* *Lip Reader*, 1943, May, 1.—Clinically the hard-of-hearing child presents no peculiar or unique problems in spite of the fact that a contrary impression is suggested in the literature. The author suggests a practical approach to the problem of intelligence testing: "Intelligence should be made referable to 'efficient behavior' rather than innate power, capacity, etc." Tests are standardized stimuli to which responses of various groups are known, making it possible to compare an individual with a group or to compare different types of responses of the same individual. Scores need careful interpretation by skilled clinicians, and often the qualitative aspects of an individual's responses are of main significance. A description of a single case is presented to illustrate the thesis of the paper.—C. V. Hudgins (Clarke School).

4011. Zulliger, H. *Beiträge zum Problem der Verwahrlosung und der Verwahrlosten-Erziehung.* (Contribution to the problem of neglect and the education of the neglected.) *Gesundh. u. Wohlf.*, 1942, 22, No. 8.—[Abstracted review; original not seen.] The author takes the position that a distinction should be made between neglected children, properly speaking, and those apparently neglected. There is a difference between the external and the inner or moral aspects of neglect. He lists 10 factors which he considers to be related to a favorable prognosis. The need of a special observation center under the direction of a child psychiatrist for the study, classification, and therapeutic treatment of neglected children is stressed.—F. L. Goodenough (Minnesota).

[See also abstracts 3692, 3729, 3740, 3760, 3830, 3833, 3864, 3867, 3899, 3952, 3979.]

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